

**LEVEL OF APPLICATION OF INFORMATION AND COMMUNICATION
TECHNOLOGY FOR ACADEMIC ACTIVITIES BY THE UNDERGRADUATE OF
THE UNIVERSITY OF BENIN**

BY

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UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

DECEMBER, 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS
COMMUNICATION, FACULTY OF ART, UNIVERSITY OF BENIN, BENIN CITY IN
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF
BACHELOR OF ARTS (B.A) DEGREE IN MASS COMMUNICATION**

DECEMBER, 2024

DECLARATION

This project work is based on a study undertaken by me, in the Department of Mass Communication, Faculty of Arts, University of Benin, under the supervision of Prof. E. S Asemah. All findings and analysis in the study are products of my personal research and findings. It should be noted that where the views of others have been used and expressed, they have been duly acknowledged.

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CERTIFICATION

This is to certify that this research work was duly carried out by Oyodo Gideon Godspower in the Department of Mass Communication, Faculty of Art, University of Benin, in partial fulfilment of the requirements for the award of Bachelor of Arts degree in Mass Communication.

Prof. E.S Asemah
Project Supervisor

Date

Dr D.O Ekhareafo
Head of Department

Date

DEDICATION

This pieces of academic research work is dedicated to Almighty God, for His immeasurable grace, strength and mercy upon my life to use my quotient ability by contributing to knowledge.

ACKNOWLEDGEMENTS

If I use the whole of today as a means of thanks to God Almighty, it would not be enough. My profound and sincere gratitude to the Almighty God for the grace, strength and guidance He gave me throughout the course of writing this project. He remains the source of my strength forever, Amen.

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ABSTRACT

This paper examines the level of application of information and communication technology for academic activities by the undergraduate of the university of Benin. Survey method was adopted to carefully collect data from 402 respondents in the University of Benin through three stages using the simple random, stratified and simple sampling procedure. The study anchored on the technological determinism and diffusion of innovation theories. The rationale behind the study is to find out whether students have access to ICT tools and the impact it has on students, ascertaining the most commonly used ICT gadgets and the challenges encountered in utilising such tools and to determine the usage expertise. Findings show that undergraduate students of UNIBEN have access to ICTs gadgets especially smart phones which remains the most commonly accessible ICTs, however data subscription, and poor Internet connection remain the highest hindrances to the operation of ICT as it was discovered that many could not access or possess the necessary ICT of their choices such as laptops due to financial hindrances and this has a negative effect on the academic performance of undergraduate students of UNIBEN academically and socially. Findings also reveal that Internet remains the most visited students' zone when preparing for exams whereas ARTIFICIAL INTELLIGENCE (AI) also gained momentum through the Internet as few or average percentage still leverage on textbooks and handouts materials. However, it was discovered that the university lacks proper infrastructure specifically loaded with ICTs gadget. Those that answered the availability of ICTs in their department express clear responses of its ineffectiveness. Findings also show that students, though have good operational intelligence, expertise of ICTs tools, yet, lack good and balanced managerial intelligence as students spent much time on social media, gratifying self for pleasure. This affects the academic performance in no little measures. To this end, the study recommends that institutions should pay more attention to the development of ICT and flow with ICT trends. Also, free WiFi should be made available to aid Internet connectivity and more ICTs infrastructure should be considered with urgent response and attention. In conclusion, ICT user must take precautionary measures to guard against addiction to social media and the internet as this will have negative influence in their academics.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Information and communication technology has play a vital roles in the academics system today. In the fifteen century, the possibilities of practical knowledge and speed have a great limitations which affects the performance of university students across the state and federation of Nigeria. Today, there are clearly a level of advancement in the academic activities of the students due to free and easeful flow of information, connectivity with timeliness as this was made possible through the use of ICT/NEW MEDIA. Any revolution that is taking place today was as a result of ICT. And that is why Asemah (2011) concludes that "many media houses are going international today and this has been made possible by ICTs. ICTs did not only impact and influence the media and the globe, it has also influence the academics and academic performance.

According to Asemah (2023, p. 157), the possibilities of today wonders is as a result of the availabilities of information and communication technology gadgets in the education system. In other words, the creativity and development in the education system are possible today because of the level of ICTs tools that are available. It also depends on the the ways and expertise of the operators in managing the ICTs gadget. People study because they want to acquire knowledge and knowledge flows with comfort through ICTs. There is no assignment or research work today that did not go through the stages of engaging ICT. In fact, Asemah (2011, pg 44) analyse the

roles of information and communication technology as performing education functions. Due to this, student now depends on ICT.

Today, ICT has give credibility to online education. Student can now study at home and become productive in the society. In fact, the third world countries are not betrayed with ICT. They are open to technological sense that open and advanced their academic system. Also, the uses of artificial intelligence by student, chat GPT is now very rampant. Information needed by the student can be fend for through AI. Apart from the speed of work that ICT has made possible, it has also bring easy access to divergence of information especially in the academic activities of university students.

According to Asemah, Ekhareafo and Santas (2023), they asserted that we cannot totally agree that ICT has totally bless us. According to Cutlip Center and Broom (2006), ICT is like a two edged sword which has bring both blessing and curse. Among the blessing of ICT, is that it has enhanced academics. Yesteryears, academic systems are only exposed to mere teaching without the available of pictorial demonstration of what is been taught especially in the scientific aspects where diagram are better alternatives to understand phenomenal.

Knowledge has been substitute for new media. Also, new media lack control, it accepts everything that is available. Many of these contents on the Internet has lock many individuals in the prisons of corruption, inhumane attitudes, vice versa. Since this media platform serves as agenda setting, there will be attitudinal changes and physical changes in the society. Apart from the dying nature of reading culture, it has increase wrong formation of peers of which some have

negatively influenced the society. Despite the great wonders that new media is performing, it is not at reach of everybody. It is expensive and as a result, it is limited in reach both in institutions and to single individuals.

It is not enough to have new media, what about the rightly putting of such tools into uses. There are some basic requirements for the operation of all these gadgets. Center and Broom (2006) highlight five requirements for operating new media. Cognitive requirements of new media state that the users of new media means having the necessary knowledge, awareness and reason needed to use ICTs. For example, it is not allowed to use smartphone during examination. Economic requirements is the most important requirement because acquiring a good ICTs requires huge amount of money. In Nigeria education system, most institutions are crawling backwards because they are not fit to acquire the new media tools that will enhance their work. Even in some federal universities of Nigeria, there are limited or dysfunctional ICT gadgets. There are people in the university who knows little or nothing about ICT. This is because of their origination, the environment they stayed before gaining admission. Some people who leave in a typical village where access to ICT is almost impossible. It is believe that the levels of knowledge we can acquire depends on how often the ICTs is being used. In fact, ICT will influence the academic performance and talent of students. There are some students who are rich as students, none of these categories of students acquire wealth without the wisdom of ICT.

Although, students are closer to smartphone in carrying out their students duties. Some have laptops to do same in higher propensity. The higher the gadgets, the higher the task it will

perform. Also, in Nigeria university of Benin, the availability of new media provided by government are average.

1.2 Statement of the Problem

Observing the periods through which ICT have been advented, it is clear that it has bring development that beat our imagination, Sawyer(2005). However, it is clear through experiential, happening in our society and even in our present day tertiary institution that new media though useful, has done more harm than good. The economic and moral degradation can even be trace to the advent of ICT. The academic performance of students generally are recorded to be imbalance over the years. Should we now conclude that ICT is a stumbling block to academic growth and national development?

The availability of ICT is a big threat to students. This may be as a a result of the high cost of new media gadgets. According to nairametric.com, the University of Benin hosts over 77,000 thousand students. Although, the few that have access to ICT especially tertiary students are still battling with the requirements needed to manage the new media. It is one thing to have something. It is another situation to know how to diligently use it. According to Asemah (2022), the absence of skills required to manage ICT cognitively, technically, politically and academically are the factors that portray ICT as stumbling block. In fact, ICT cannot be effectively used for academic work without meeting it economic requirements such as data/Wi-Fi, maintenance, etc.

ICT only produce a result we require either positive or negative. However, the managerial skills will be helpful in arriving at a prominent solution.

To this end, the study seeks to ascertain the level and standards of application of ICT for academic activities by the undergraduate of the university of Benin.

1.3 Objectives of the Study

The objectives of the study were to:

1. Determine the level of ICT usage and its impacts on academic performance among UNIBEN undergraduate students for academic activities.
2. Evaluate the impact and the challenges associated with the uses of ICT for academic activities among undergraduate students of university of Benin
3. Identify the most commonly used ICT tools and resources for academic purposes.
4. Evaluate the usage ability, expertise and managerial intelligence of ICT for academic activities by the undergraduate of the university of Benin

1.4 Research Questions

The following questions are formulated to guide the research work;

1. What is the level of ICT usage and its impact on academic performance by the undergraduate of Uniben?

2. What are the impact and challenges associated with the uses of ICT for academic activities among undergraduate students of university of Benin?
3. What are the most commonly used ICT tools and resources for academic purposes.
4. How standard is the usage ability, expertise and managerial intelligence of undergraduate students of university of Benin using ICT for academic activities?

1.5 Scope of the Study

Basically, this study seek to examine the level of application of ICT for academic performance of undergraduate of university of Benin . Hence, the study aims at discovering how UNIBEN students use ICT and to discover their managerial intelligence in handling ICT equipment for academic activities and ascertain the level of their academic performance. This study is covers the undergraduate of University of Benin, Ugbowo and Ekehuan campus undergraduate students because relevant data can be gotten from them as they can relate on a personal level to the study being researched. This will enable accurate data to be gathered and a level of dependency and satisfactory evaluation to be acquired.

1.6 Significance of the Study

The study will definitely serve as immense vitality to academics by adding to knowledge on the issues that arises on ICT usage, availability, manageability, etc. It will also serve as reference to researcher who wish to carry a research in this line of study.

This study will also expose the hidden relevance and possibilities of all-round innovation in academic performance and societal development as well as improving ICT usage ethics and give more credence to technological engagement in learning.

The study's findings can help in providing a guide on how to manage professionally, ICT's gadgets psychologically, externally and internally.

The research without any iota of doubt will inform institutional staffs and management, government and all concerned authorities on the need to brace up and stand forth by providing more ICTs infrastructure and gadgets and providing a means through which those gadgets can be easily accessible by students of equal stands.

1.7 Operational Definition of Terms

ICT: Information communication Technology that enable communication and other aspects of development

New media: Another name for information communication and technology. It is any modern technological gadgets that aids learning

Level of Application: This connote the range, qualitative and quantitative at which something is used positively or negatively

Academic activities: This is any activities in higher institutions that are perform to develop the skills of student. This can be assignment, rehearsal, project work, practical,etc.

Undergraduate: A student at a college or university who has not received a first and especially a bachelor's degree. They are usually between 100 levels to 500 level depending on the time frame for their course.

The Internet: It is called “the mother of all networks.” It is a large computer network available to everyone with a microcomputer and a means to connect it to research, search and connect without any blockage

Mobile Learning Devices: It is a small machine that are relevant for communication, connectivity and mobility.

CHAPTER TWO

LITERATURE REVIEW

This chapter provides a review of existing literature on the application of Information and Communication Technology (ICT) in academic activities among undergraduate students. It explores the current state of knowledge on the topic, identifies gaps in the literature, and provides a theoretical framework for the study. Olomolaye (1986) connotes that research is finding knowledge from the opinion, studies and beliefs of others, therefore, this study will analyse concepts, historical review, theoretical review and review of empirical studies backing this assertion.

2.1 HISTORICAL REVIEW

2.1.1 History of ICT

Developments in Information and Communication Technology (ICT)

Kim cited in Asemah (2023) assert that information communication and technology emerged in mid 1980 and was defined as all types of electronics system for broadcasting telecommunications and mediated communication with example such as personal or self owned computer, Internet, cell phone, video games, artificial intelligence also known as AI and so on.

Technology went through different stages of development. The Stone Age was the developmental period of the technology. Man obtained light (fire) by the use of sparking stones to bring light and he cease to take his foods raw. To protect his meat he preserve it using fire.

Successive from the Stone Age to the Iron Age, people began to make farm implements and weapons of warfare such as hoes, cutlass, arrows, spears, sword, etc. Middle age was the age when they invented the writing and those pens which are made of feather now. The Industrial Age came immediately after the Middle Age.

The Industrial Age saw the creation of machines used to build and fight, the creation of systems that manufactured products. Due to advancement in technology, there is the invention of Electronic Age. School age involves the use of computer and the internet. We are in the information Age where a lot of information is produced and accessible at any point of time. This is having untold effects on human being. One of the effects arising from networking is information explosion.

According to Williams and Sawyer (2005), the IDC predicted that total person-to person e-mails to be an average of 36 billion in the year 2005. Even now, as Williams and Sawyer (2005) suggested, the business user typically wastes about two or more hours per day in handling e-mail. They emphasised in this regard that people would use the brain less for memorising because familiar phone numbers are being stored on speed dial cell phones pocket computers and electronic databases are increasing our dependence on computer.

ICT and the Instantaneous nature of News gathering

According to Dominick (1993), Holliman, one of the CNN reporters had no trouble falling asleep but he was awakened about 2:30 a.m. by air raid sirens. This had been a fairly common occurrence the last few nights and Holliman was not alarmed. Suddenly, he heard a new

soundthe poom-poom-poom of anti-aircraft guns. Within a split second, there was a deafening 'Whump' sound as the explosion of a nearby bomb literally. shook the bed loose from its frame (Ufuophu-Biri, 2006).

This was the time a war was reported live. Though many journalists died, the war was reported live and interestingly. Some journalists are already tapping advantageously from the availability of GSM handsets with video and still camera facilities. These enable them to take pictures, still or motion, of an event and send to their stations without any delay. According to Asemah (2022), this is not yet very common in Third World countries because most of the GSM operators in the Third World have not yet provided MMS (Multi Media System) and General Packet Radio Service (GPRS) which offer such services.

In a nutshell, news has become indispensable to humanity. It is more than a daily need. In most cases, it is satisfied in less than half an hour interval. And the people who make this possible are the reporters. The reporters are usually there at the venue of the event. They are the eyes of their organizations. They are the first contact with the news event, and through their effort and dexterity the news gets published or broadcast.

2.1.2 Development of ICT in UNIBEN

The prestigious University of Benin started developing the uses of Information and Communication Technology (ICT) when the Information Communication and Technology/Central Records Processing Unit (ICTU/CRPU) was established in 1999. This unit was tasked with deploying internet services, developing software, and maintaining hardware for

the university. Led by Prof. Anthony Waka Udezi, the Director of ICT and a Professor of Clinical Pharmacy, the vision and mission were clear - to provide quality and robust ICT services to all sectors of the university.

The ICT Department at the University of Benin has been instrumental in advancing technological capabilities within the institution. With various sub-units each having specific roles and functions, the department collectively works towards accelerating the goals of the university through information, communication, and technical development.

One significant aspect where ICT features prominently is at the John Harris Library in UNIBEN, Ugbowo campus. The library was honoured after a pioneer University librarian, John Harris who control a vast collections in both print and non-print formats. It caters to all courses offered at the university and is managed by a university librarian directing its operations. College of Medical Sciences Within the College of Medical Sciences at UNIBEN, various schools utilize ICT for teaching and research purposes. Medical school, School of Basic Medical Science, and School of Dentistry all leverage on technology to enhance their programs.

However, the university of Benin over the years has witnessed unstoppable development through technological devices available. The number of systems available has doubled tremendously. The CED examination are now completely CBT base examination. The post utme exam over the years has been through the uses of CBT and this has bring development in no little measures to the institution at large. The General studies department which comprise of philosophy and logic, philosophy of science and technology, Nigerian people and culture, Peace and conflict resolution

among others has been conducting its examination for the 100 level undergraduate of UNIBEN via CBT.

2.1.3 History of ICT Application in John Harris Library, University of Benin

The history of Information and Communication Technology (ICT) application in the John Harris Library at the University of Benin showcases a significant evolution in response to the changing landscape of information management and dissemination. The library, established in 1970, has witnessed substantial growth and development over the years, incorporating modern technologies to enhance its services and resources.

Integration of ICT in Library Operations

The integration of ICT in the John Harris Library has revolutionized various aspects of library operations, making services more efficient and accessible to users. The library has adopted digital systems for cataloging, classification, circulation, and reference services. Online Public Access Catalogue (OPAC) points have been implemented to facilitate easy access to library resources for users.

The electronic library has made it possible for students to study in their conveniences and time without any need of physical interaction with lecturer.

Enhanced Research and Learning Environment

According to Asemah, Nkwam-Uwaoma, Kente and Amah (2024), the utilization of ICT tools has created an enhanced research and learning environment within the library. The availability of

electronic resources, e-books, online journals, and databases has expanded the scope of information accessible to students, faculty, and researchers. The implementation of e-learning centers further supports academic activities by providing digital learning resources.

Collaboration with External Partners

The John Harris Library collaborates with external partners and organizations to enhance its ICT capabilities. Partnerships with entities like MTN Foundation for e-Learning initiatives demonstrate a commitment to leveraging external expertise and resources for technological advancements within the library. Such collaborations contribute to enriching the digital ecosystem of the library.

The University of Benin, formerly known as Institute of Technology was founded on Saturday, 23rd November, 1970. On the 1st of July, 1971, it was accorded recognition as a full fledged University by NUC. In April, 1972, a new dawn from Institute of Technology to University of Benin was announced by the then Military Head of Midwest State who also alert the university with developing visitation.

The University of Benin library was honoured after the first University Librarian, John Harris. Professor John Harris was the Director of Library Studies at the University of Legon, Ghana. Mrs A. P. Harris midwived the first collection of John Harris Library. In April, 1970, Professor John Harris was chosen to establish the University of Benin Library. He later became the University Librarian after the completion of his contract term at the University of Legon, Ghana

in June, 1970. During these seasons, the University of Benin Library was honoured after Prof. John Harris in his honour as its first University Librarian, hence, the name John Harris Library.

2.2 Conceptual Review

2.2.1 Concept of ICT

For a proper understanding of this concept, let us consider the following elements of ICT which are information, communication and technology.

Information

When one is inquisitive about something, investigation becomes necessary to achieve results. These results when we store or gathered will enable one to ascertain the truthfulness of a particular situation and help in making the right decision. The Longman Dictionary of Contemporary English (19) described information as “facts or details that tell you something about a situation, person, events, etc.” In terms of technology relating to computer, Folarin(2009) suggest that information is described as “data that have been shortened or otherwise manipulated to engage in decision making. e.g., total votes cast for each candidate, which are used to decide who won (Williams and Sawyer, 2005). In essence, Information in this sense is now the facts or detail that are shortened or manipulated for decision making. Information in the digital age is opportunity that are stored in the global network which are designed for transformation, easiness and accessibility.

Communication

Communication according to Asemah (2011), which can be verbal or non verbal is the activities that involves the transfer of understandable ideas and information to a large heterogenous audience who are in need of information to create a flow and development that the society need for growth. The ability to communicate the information at lense connotes communication. Communication therefore is not information but the ability to break down information into smaller meaningful meaning for the understanding of both the elites and the common man.

Unogu, cited in Ella and Onwochei (2005) suggest that to communicate effectively lies on one purpose: the ability to influence the decision and behavior of others to become more extensive and elaborate.

Technology

Technology is that channel through which information that are ripe for communication can be expressed within a short, fast period of time to a mass audience in the same and in difference places. Technology is nothing but innovation, the modern innovation that enable faster dissemination of meaningful information. Not only that technology serves as channel but also stand as accurate interpreter of any communication that are aliens to a particular forks or groups of people who might not be able to decode the information that has been passed across to the general audience(Galbraith (1967)).

This technology are apply in print, broadcast and new media to aid journalistic profession. In a typical broadcast station, the uses of satellite and mask decoder who automatically went to air seeking and searching for updates are now rampant. The editing that take place in the television control room of a media house is fully ICT generated. This explains why Damilola (2009) avers that technology is a bread that feed the hunger of this generation.

New media is also a technology that can never be underestimated. New media are media that are mostly father by unprofessional such as social media like Facebook, WhatsApp, YouTube, Instagram, Snapchat, etc. The following mentioned point are channel through which information can be communicated meaningfully with speed and even accuracy. There are dimensions of online class on these platforms, video conference on zoom and different channels that enable dissemination of information to a large heterogenous audience. Someone in Dubai can reach out to someone in Nigeria through chats and even calls, online dating is nothing but the headline of our country's newspaper.

Cutlip, Center and Broom (2006) give the various types of ICT use for academic activities are as follows:

- The Internet
- Computer
- Smart phone
- Social media platforms such as Facebook, YouTube

- Instant messenger such as yahoo

However, Rosen(2006) did a further research to elaborate more on the various forms of ICT we have. According to Cutlip and B Rosen in their 2006 publication “Technologies of Communication,” they identify several types of ICT (Information and Communication Technologies) based on their functions and characteristics. These types include:

Fixed ICT: This type refers to technologies that are used in a specific location and cannot be easily moved. Examples include landline telephones, traditional television sets, and wired internet connections.

Mobile ICT: Mobile ICT, also known as wireless or portable ICT, allows users to communicate and access information from anywhere at any time. This includes cellular phones, laptops with wireless internet access, and personal digital assistants (PDAs).

Broadcast ICT: Broadcast ICT is used to transmit information to a large audience simultaneously. Examples include radio, television, and satellite communication systems.

Interactive ICT: Interactive ICT enables two-way communication between users in real-time.

Internet-based ICT: Internet-based ICT refers to technologies that rely on the internet for communication and information exchange. This includes email, social media platforms, online databases, e-commerce websites, and cloud computing services

These connotes that information communication and technology is a broad concept that needs to be elaborated so that students will be able to make good use of them. ICT is not just limited to

only computer and mobile phones. It has to do with the various machines that processes information, software and hardware as well as digital devices that are birthed by technological means.

Generally, ICT has contributed much to education in Nigeria in no little measures. Every new drive and development that revolve round the route of education can be attributed to the uses of ICT. However, despite the blessing, all the mayhems that also bewildered the academics in our contemporary society can be attributed to ICT.

On this note, Marshall McLutian (1948), Idiong (2012), Arslan (2002:15) give us the benefits and relevant of ICT for academic activities

Enhance Learning and Communication:

Learning has been made easy through the uses of ICT for academics. Students can easily sought for information online since information is power. Senn (2004) avert that when there is speed granted in academic process, supported by consistency of the speed, the results will be positive, positivity that beat imagination. The recent improvement in the academic system are factors of ict gadgets. ICT enables teachers to introduce new ways of teaching that align with 21st-century learning methods. For example, using projectors or online grading systems can enhance the delivery of information and help track student performance effectively.

According to Asemah, Nwammuo and Nkwam-uwaoma (2022), they posited that It should be noted that the form of ICT which is also very predominant in Nigeria universities is the social

media. Social media comprise majorly Facebook, WhatsApp, Twitter, YouTube and Instagram which has become the new normal norms among students of tertiary institutions across Nigeria (Inyomih, in Asemah, 2023). The utilisation and application of these social Media is expected to bring vital improvements to the users as heavy usage will translate not just into better academic performance but also an avenue where academic information can be shared and distributed. According to Dominick (2009), social media network can also be referred to as map of certain and obsessed tie such as friendships to which an individual is joined or connected. Without the social media, smooth running of academic activities will not be possible. Students always connect online to get class updates and information. In today's society, people as consumers of ICT, all strive for the one purpose and aims, the dreams of oneness or connected together. Internet based social media program makes it simpler to exchange and produce user generated materials (Asemah, Nwaoboli, and Nwoko, 2022).

Building Bridges and Enhance Information

With video conference, WEBCAM, and smartphone, meeting and classes can be organised among students in US, UK and Nigeria as if they are in one location. The bridge of distance is broken as a result of the uses of ICT/new media. In turn, the concept of global village is being advanced through the building of bridges with the uses of ICT.

Corgburn and Adeye (1999) in his writing summarize that with the advent of ICT utilisation and uses, students can independently read and study provided the teacher or lecturer provided a guide on what to read by giving outlines and direction. Also, bridge are also broken as distance is no

longer a barrier to study. Online classes are more prominent in most universities of the world especially the giant called countries of the world who have experienced a dignity in development. Nigeria been a third world country adopted by adapting to the ICT means of teaching students during the covid 19 era. Most universities of the country especially the private universities are at the forefront of the online classes and research have it that it was effective to a reasonable extent.

Ict Improve, Advanced and Increased Human Experience

ICT is like a gate to exposure. Exposure is likened to be a city and the only license and fuel that can transport one to that city is ICTs. The quest for knowledge becomes so easy for seekers because it is possible to be everywhere by being in one places through the utilization of ICT. Through this, there is advancement in knowledge, improvement in skills and academics and broadened human experience

Improved Quality of Instruction

According to Asemah, Okpanachi and Olumuji (2013), the term that exist in today's worlds is the "invisible teacher" that ICT made available. The best teacher of student in this generation is the Internet. Assignment, research cannot be carried out without the application and instructions of Internet and other ICTs. The Internet then is like a strong instructor that guides, informs, educate and direct.

2.3 Opinion Review

2.3.1 Dysfunctional Roles of ICT in the academic activities of UNIBEN Undergraduate

According to the findings reveal by Ahmad Muhammad (2005) in his work, New media and education: an overview on the academic performance of students, a discovery shows that students dance sonorous to using social networks which on the other side pose negativity to academics. The following are the analysis of the dysfunctions of ICT which bewildered undergraduate students

Abuse of ICT Gadgets

As noted earlier, the negatives impact of ICT /social media according to John (2012:1) take higher propensity than the positive. ICT application standard is nowhere to be found in most of the Nigeria universities and even among undergraduate. Although, McLuhan (1948) foreseen that the world will become a global villages that will be transformed into the great world of easiness through the proper utilisation of ICT. Students in university do not take hardworking as the way to success and excellence, rather, they are inactive, lazy and nonchalant towards academics by depending wholly on browsing and cheating with their mobile phones even during examination (examination malpractices).

Lack of Focus and Time Consuming

According to Asemah E.S and Ekhareafo (2022), ICT over the years have been a blessing to the world. However, ICT has replaced creativity with dullness from students. Student now focus and spend too much time on the Internet. Student browse and many are not guided. Due to the lack of control of the Internet, they are carried away by vices and content that will endangered their life and academics. Students now spend time on games and leave aside their academic work. Some

students will even replace their resting time for playing games. Empirically, an average of 60 percent of the undergraduate of UNIBEN are always awake daily doing one Internet jobs or the other. Reading culture among students is no longer in the existence of standard living and habit.

Laziness

ICT is now the air that students always breath. Any single academic work are always referred to the Internet for proper consideration. A mere assignment that are given in a class can now be handled to the Internet. Some student are now so insecure that they copy and plagiarized other people's work without showing a single and simple atom of acknowledgement. Students can easily go online and fetch information for any work given to him even though the work needed extraordinary creativity. Most students do not consider their creativity when giving assignments or research work. Rather, they consult the use of artificial intelligence (AI), Chat GPT and other platforms that reveal such work.

Health Issues

So many students have developed health issues because of the wrong use of ICT. In a study conducted by Kanem journal of medical (2021) titled, Computer Vision Syndrome: Prevalence and Associated Risk Factors among Undergraduates in a Tertiary Institution in North western Nigeria. it was reveal that computer vision syndrome, CVS are prevalent. This occur due to prolonged hours spent on computer screen which has over time resulted to low vision ability.

Considering the range of National Optometrist statistics, it was said that majority of the issues that are related to sight and vision were as a result of the inability to manage lighted electronic screens such as phone, laptop, television, etc. The blurring light from these gadgets affect the eyes in no little measure.

Lost of Privacy:

Asemah (2011) posited that ICT especially the Internet is like a prostitute which accepts anything at anytime. (Olise 2021) also opine that Student many atimes have been a victims of slander and libel especially those that are popular. Some normally manipulate technology to cause problems and degrade the reputation of someone. Recently, a trending video was seen where the US president was seen endorsing Okpello, a governor aspirants for Edo state. This shows how the Internet can invade the privacy of somebody personalities.

2.3.2 Factors Affecting the Effective Usage of ICT in Uniben

According to Krubu, Okoh and Ebunuwele (2012), they suggest that even when these facilities are available, there can still not be information service delivery without the necessary tools. Amongst the pertinent tools according to Ebijuwa (2005) are: Internet, the web, search engine, website, etc.

Krubu and Okoh (2012) discuss the following challenges associated with the uses of ICT among undergraduate of Nigeria thus:

Lack of ICT Infrastructure

According to Healthfield, cited in Asemah(2015), it was revealed that for undergraduates to explore the opportunity that ICT has got to offer in their academic pursuit, there is need to have ICT infrastructure and the required skill to be able to make full use of this opportunity. The pertinent questions now is, are the facilities adequately available and to what extent do undergraduates use them? Although, ICT serves numerous potential that are worthy of praise, easiness and easeful activities, yet, undergraduate in many Nigeria academics field failed to properly and efficiently utilize these advantages for development(Ojedokun, 2007).

This study therefore primarily seeks to examine the extent of use of information and communication technologies by undergraduates of UNIBEN. One common issues associated with the proper uses of ict is the lack of infrastructure. Many universities do not have the facilities and structure needed to house ICT gadgets and due to this, the level and development in which the institution and the society at large ought to have climbed have dropped drastically. This is why Ojedokun (2007) cited in Krubu and Okoh (2012) opined that even if there is ICT, is the element available? This research work is then aims to evaluate the availability of Internet to undergraduate and how often they utilize it.

Epileptic or Poor Power Supply

Ojedokun(2007) cited in Krubu (2012) also emphasized on power supply as one of the factors affecting the proper and effective utilisation of ICT. Almost all the ICT gadgets are using electric power. According to Asemah (2021, p.15), one of the major issues that has bewildered Nigeria generally is poor power supply. Even the alternative power supply known as generators is now

very expensive because it needs fuel to work. Aside from this, it easily weakened the strength of ICT machine and gadgets. Students who have access to ict gadgets are few and even the few find it very difficult to operate the gadgets due to poor supply of electricity.

High Cost of ICT

ICT are not cheap. It is expensive. Generally, there has been issues of fund in Nigeria educational sectors over the years. The government and the association of Nigeria universities are hardly on good terms. This lack of ICT according to ASUU chairman is fund. There is no fund available to purchase those gadgets and due to this, the level of application of ICT in Nigeria university are very poor. Student are not exposed to ICT. Some students in the university only operates computer when they wrote their joint admission and matriculation board, jamb exam.

According to Asemah et al (2017), majority of students do not have laptops and other ICTs supported equipment to aid their studies. The reasons is not farfetched. It is because of funds. The smallest iCT equipment are even expensive and this have created a sense of segregation that ICT are tools only for the rich

Illiteracy and lack of expertise: One of the major challenges facing the effective utilisation of ICT is lack of expertise. This is the managerial ability and efficiency. The ability to maintain, repair and keep all ICT equipment in good condition. Some students, especially those who are trained in rural areas knows little about computers operations when they come to the university. It becomes harder as they have not been exposed to the crannies of computer and due to this,

they cannot be able to manipulate the computer for positive results and they cannot use ICT equipment to positive influence the society. When the technical knowhow is not effective, then the utilisation of ICT will be poor. The wonders of ICT are only possible if the users can follow the contemporary trends of the gadgets. The only language ICT understand is literacy and expertise.

2.3.3 Basic Requirements for Using ICT/New Media

Asemah (2014) in his work, new media in our contemporary environment today, Asemah note that there are some certain requirements that needs to be acquired before one can effectively utilize ICT. These requirements according to Asemah (2022) are as follows, Technical Requirement, Economic requirements, Cognitive requirements, Managerial requirements

2.4 Review of Empirical Studies

In this section of the work, the researcher analyze and examine already existing work relating to the study.

Asemah, Okpanachi and Edegoh(2013) conducted a study on "Influence of Social Media on the Academic Performance of the Undergraduate Student of Kogi State University, Anyigba, Nigeria". The objective of the study was to determine whether undergraduate of the university are exposed to social media network, to determine the frequency of exposure to social media network, to determine the social media network they usually or mostly utilize and to check the

rate of influence in which the identified ICTs gadgets have on their academic performance. The survey research design was used and questionnaire was used as an instrument of data collector.

It was discovered from the study that the undergraduate student of Kogi state university, Anyigba are exposed to social media network and students often spend a minimum of six to seven hours daily on the Internet. It was also brought to the limelight that Facebook remains the most visited and used social platforms. However, findings also expose the fact that this media has contributed negatively to the academic performance of student in the university. The study therefore recommends that student should limit their access to social media platform and that government should endeavor to set up a standard measure capable of making everything ready for better utilization.

This study was similar to this current study as the objective seems to achieve the same goals. The current study seeks to examine the impact, influence and challenges of using ICTs gadgets as well as to identify the most commonly used gadgets. In the course of this study, all these questions will be accurately discovered.

Krubu, Okoh and Ebunuwele(2012), conducted a study on the extent of the use of ICT by undergraduates in Edo State. Survey research design was used as a total of 200 questionnaire was distributed to Ambrose Ali and UNIBEN. The objectives of the study was to observe how effective ICT are utilize and also to observe if there are infrastructure that are well furnished for ICTs equipment. Findings from the study shows that ICT has contributed positively to the growth and development of undergraduate of these universities under study. However, the

challenges faced with ICT is the lack of appreciated infrastructure that are ICT's designed. It was revealed that the need to utilize ICT for learning and research by undergraduates cannot be underestimated as it needs urgent attention. It was discovered that students have the potentials to put these tools into use, but in most cases they do not have free access to them.

This study after carefully finding the issues, recommended that access to Internet should be made available to help ease student's academic activities. The study also proposed that universities should be equipped, staffed and funded to identify the opportunities of ICT tools and necessary man power for capacity building and that ICT curriculum should be accepted in order to meet up with the prevalent happening in learning, study and passing knowledge and creativity.

Auwal (2015) conducted a study to check the effectiveness of ICT usage. He agreed that ICT is the most effective method that can be urgently utilize for speedy transformation academically. Ahmad Muhammad Auwal cited Kelvin (2005) in Asemah (2011:271) asserts that, "information and communication technology brought about a fundamental shift on human society and created profound change in the way we live, work or play."

Auwal's study underscores the importance of embracing new media in education to enhance student learning outcomes and improve academic performances in Nigeria. It advocates for a balanced approach that harnesses the benefits of new media while addressing potential challenges that may arise from its integration into educational settings. One of the key findings of Auwal's research is the positive correlation between the use of new media technologies and academic performance among Nigerian students. The study suggests that students who

effectively leverage these tools tend to demonstrate higher levels of academic achievement compared to their counterparts who do not utilize them effectively. This is in line with Asemah E.S (2022, p.22) who posited that ICTs is the expected saviour the society need.

Abraham (2019) in his quest to seek for the truth also conducted a study to reveal the reasons why most students academic performance are not on a solid ground in most Nigeria universities. The survey research design was used and the agenda setting theory was embrace by this study.

The major findings of this paper summarise that there are no efficient ICT facilities in the institutions subjected to study. It is also prominent to mention according to the study that there are no adequate internet connection(wifi), no steady power supply is provided to fulfill the dream of effective maximization of ICTs in these institutions. One of the findings that will be acknowledged in this study is that students and even some lecturer are not well equipped with technological know-how. Proper and accurate operational system of ICTs is still a war that has not been won.

This study therefore after looking at some problems recommended that government should make it a priority to equipped universities with ICTs gadgets and endeavor to train staff and students on how to utilize and express themselves through these devices. The study concluded by asserting that if the following recommendation are diligently followed, universities will to a large extent experience unique and speedy growth technologically and in other aspects.

This study is related to this current study as the objectives are similar. Both the two study seek to ascertain how standard is ICT infrastructure, how often ICT are utilise and it's impact on the undergraduate of the university.

Omorie and Oboh(2020) in their studies seek to check how staffs uses ICT facilities in Nigeria public universities. A research model was used in the work and questionnaire serves as instruments of data collection as a total of 100 questionnaire was distributed to the teaching and non teaching staff of the university. The purpose of the research was to determine if there is a positive impact of ICT among the staffs of the university(teaching and non teaching staff). This study investigated the relationship between ICT facilities, and ICT usage for higher education, using a structural model. All hypotheses presented by the structural model are accepted.

This study brings to limelight that ICT facilities was found to have a strong positive effect on ICT usage and positive effect on perceived attributes. The study therefore recommends the necessity for the University authorities to train their staff and provide more ICT facilities with the required ICT facilities like computers, computer software, internet facilities and reliable databases to effectively use ICT at all levels of management.

Adetimirin(2011) conducted a study to check the usability of ICT in Nigeria universities across the state. The purpose of the study was to discover the most used ICT gadgets, check the managerial ability and to rank the level of it impact among students. Seven Nigeria universities was selected for this study with a questionnaire as instruments of data collection.

The study finds out the availability, application of Information and Communication Technology and the ICT literacy skills of under-graduates in seven Nigerian universities. The descriptive survey research design was employed and seven universities were selected. Four faculties were selected with a study population of 7,387. Findings proposed that computer, telephone and the Internet were the three most commonly used ICT by the undergraduates of the university subjected to study. Findings from the study also reveal that students lack the managerial intelligent as majority spend more time on the Internet. Hyperactive which is one of the prevalent academic deficiency syndrome is the order of the day. However, the study ascertain that ICTs has positively impact student, although, those who failed to manage the site well has been hunted into sorrow.

The study recommended that students should instill more discipline in using these gadgets as everything that have advantages also has it own disadvantages. Also, technology though have its shortcomings also have a lot of advantages. Therefore, university who sincerely cherish growth will embrace technology and be eager to invest on it.

Osagie, Okoye and Ajayi (2019) conduct a study to highlight users impact of ICT in Nigeria University. The objective of the study was to find out the purposes at which student uses the Internet, the impact of ICT and the challenges faced accessing the internet.

While studying students' perception on the uses of social media, it was discovered that the common student usage of the internet is greatly for research and academic purposes and not for social media purposes. The investigation was based on on survey method. The population for the

study are the Postgraduate Students of the University of Benin (Uniben). For the students figure was 4877 students. Consequently, the random sampling technique was employed to choose 300 students who comprise the study sample. Of the tools for data collection the one that was adopted for use was the questionnaire. Semi structured questionnaires were developed in accordance with the general research questions of the study. This research had a combined of opinion type and statements in a 4-point scale and 268 approximately 89% of the questionnaire was fully and accurately completed. They were received and found usable, the collected data was analysed using the SPSS for statistical analysis and frequency and percentage was used to present result for the research questions raised while the t-test analysis was used to test hypothesis.

Meanwhile, the negative influence is not seen to be an hindrance considering the scope of this paper. The population to which this paper is on the impact of academic performance of the University of Benin Postgraduate students and to a setting degree, this paper has unveiled that there is a relationship between student performance and ICT.

2.5 Theoretical Framework

2.5.1 Technological Determinism Theory

The term "technological determinism" was coined by Thorstein Veblen (1857-1929), an American sociologist and economist. The theory model and give the idea that technology in any giving society utter it's composure and nature. Technology is view as the driving force of culture in the society and it determines it course of history (Oladele and Asemah, 2022)

Mediawiki.edu (2008), as cited in Aboh, Amah, and Asemah (2021) notes that technology determinism is the theory that opined that a society strength in technology is equal to its cultural value, social structure and history. Technology development has changed the face of communication to the point that citizens journalist have emerged, educational status and styles have improved and social media are now being used as platform to influence people (Ajibulu and Asemah, 2021).

Technological Determinism Theory and the Levels of Application of ICT Among Undergraduates of UNIBEN

The development in communication technology are the main force for human change in the society (Yaroson and Asemah, Ekharefo and Asemah, 2013). Academic has changed positively and this has determined the possibilities in the academic sphere today. The uses of computers, mobile phones, projector, etc for learning indicate that technology has determined what should be used for academics. This in turn have effects in the academic performance depending on the availability and the utilisation of this tools

The levels of application of Information and Communication Technology (ICT) among undergraduate students at the University of Benin (UNIBEN) can be analyzed in various aspects: Access to ICT, usage Pattern,. Skills Development, Impact on Learning Outcom and Challenges

In conclusion, analysing the levels of application of ICT among undergraduate students at UNIBEN through the lens of technological determinism theory provides valuable insights into how technology influences their academic experiences and learning outcomes. By examining

access to ICT, usage patterns, skills development, impact on learning outcomes, challenges faced, educators can better understand how to leverage technology effectively to enhance teaching and learning processes at the university.

2.5.2 Diffusions of Innovation Theory

The theory was coined by Everett Roger in 1962. It originated in communication to revealed how an idea or product gained prominent and momentum and spread through a particular group of people or population or social system. The final result of this spread in idea is that people as part of a social system, adapt to new idea, product, culture, behavior and lifestyle. Adoption therefore connotes somebody who does something differently than what they had done in time past, purchase or use a new product which is as a result of new innovation acquired, acquired culture and perform a new behavior. The simple way to adoption is that the person must embrace the idea, behaviour or product as new or innovative. ICT has been embrace by university for academics activities because it is consider new, innovative and creative.

Institution have adopted the uses of ICT to the extent that even lecturers depend on it for knowledge delivery while students also depends on this ICT to acquire knowledge. The flame of ICT have spread and diffuse to every aspect of academic, the library, the students assignment and project, in the lecture hall and classroom, in the security department for the safeguards of the academic environment and more.

2.6 Summary of the Review

The main purpose of the literature review will be to access existing contributions of knowledge and previous studies related to this work. This gives the researcher a glimpse of the overall concept and problems that is crucial to solve. This makes it necessary to start by looking at the concepts of ICT, it's relevance, etc. Thus, the chapter covers a conceptual review of information communication technology, an overview of ICT/new media, an overview of ICTs use of academics activities, a review of empirical studies related to ICT and the theoretical framework that back up the subject matter.

CHAPTER THREE

METHODOLOGY

This chapter describes the research approach that was used in the study. For proper evaluation and investigation of the level of usage of ICT, its impact and challenges and to determine the commonly used ICT tools for academics activities as well as to know the general user purposes level, the following methods and steps will be critically adopted:

- Research Design
- Population of the study
- Sample Size
- Sampling procedure
- Research instrument
- Research instrument validity
- Reliability of the instrument

- Method of Data Collection
- Method of Data Analysis

3.1 Research Design

The researcher apply the survey research formula to detect the level of application of information and communication technology for academic activities by the undergraduate of university of Benin, Benin city. According to Asemah (2020), a survey is an empirical study that apply a distribution of questionnaire or interview to find out characteristics of a phenomenon descriptively. A survey research method is a logical procedure employed to collate information from a sample of individuals using such logical procedures such as self-administered questionnaire or personal interviews.

Since this research work seeks to ascertain the levels of application of information and communication technology for academic activities by the undergraduate of university of Benin, it is appropriate to use the survey research method and the questionnaire as a tool to conduct this research because it will enable the researcher to collect large amounts of data relatively quickly and at a lower cost compared to other methods.

This will also give clarity in checking the usage ability, expertise and managerial intelligence of information and communication technology gadgets and point out the challenges associated with the uses of ICT among the undergraduate of university of Benin.

3.2 Population of the Study

The population subjected to study are gathered from the undergraduates of the University of Benin. Looking at a review purpose by Unirank, the University of Benin has an accurate estimated number of 77,000 students. Therefore, the population of the study this work will employ is 77,000.

3.3 Sample Size

The sample size gotten under the working of Crochan formula for this study is 402. The researcher utilise the Crochan formula to get this figure as this was formulated in 1977. This formula becomes relevant for this study since the population is greater than 5%. The working formula are presented below:

Formula: $N = \text{estimated sample} / (1 + \text{estimated sample} / \text{population})$

$$N = 400 / (1 + (400 / 77000)) = 214.2.$$

$$N = 400 / (1 + 0.005)$$

$$N = 400 / 1.005$$

$$N = 398$$

$$N = 398 / 0.99 \text{ (Response rate)} = 402$$

Therefore, the sample size used for this research is 402.

3.4 Research Techniques

In order to arrive at the appropriate destination of achieving the aims and objectives of this study, multi sampling techniques will be used to select the sample. This technique is suitable because the respondent in three stages using the simple random, stratified sampling and simple sampling procedures.

The first level consists a random sample of identified three faculties (Arts, Education and Engineering) from the existing 15 faculties in the University of Benin. The existing faculties are Agriculture, Arts, Education, Engineering, Environmental Science, Law, Life Science, Management Science, Pharmacy, Physical Science, Social Science, College of Medicine, College of Dentistry and Veterinary Medicine.

In the second level, 15 departments (Mass Communication, Theatre Art, English and Literature, Linguistics, International Studies and Diplomacy, Early Childhood Education, Adult Education, Chemistry Education, Physics Education, Mechanical Engineering, Chemical Engineering, Electrical Engineering, Agricultural Engineering, Civil Engineering and Petroleum Engineering) were chosen from the departments in the three faculties using the purposive sampling procedure. This representation is suitable because it will guarantee precision and thoroughness (Asemah, Gujbawu, Ekharefo, 2022).

In the third level, the researcher then chooses the respondents in simple random sampling procedures to select population equally and objectively.

3.5 Research Instrument

Wimmer and Dominick (2011) noted that a research instrument is a device that is used to collect data or measure variables that are utilized to answer research questions.

For the purposes of this study, a questionnaire was employed as a data gathering tool. A questionnaire is a well-designed set of questions, written or not, that are used to collect data from a group of people known as respondents

The questionnaire was divided into two sections: the demographics section consisting of closed ended questions structured as they related to the variables or research questions of the study, and the psychographics section consisting of closed ended questions structured as they related to the variables or research questions of the study.

3.6 Validity of the Instrument

The idea of validity was proposed in 1927 by Kelly. He suggested that a test is valid if it measures what it claims to measure. In this sense, validity is seen as the levels to which proportion of a phenomenon are relevant in arriving conclusion relevant to a given objective (Asemah 2017). The extent or level at which a research design is capable to measure what it wants to measure is known as the validity of the instrument. This means, the validity of an instrument connotes how perfect and correct it measures what it's supposed to measure. Before the instrument will be used, it will be submitted to the supervisor who will make necessary corrections and mark the instrument as valid.

3.7 Research Instrument Reliability

Mehren and Lehmann (1991), cited in Asemah et al (2017) sees reliability as the degree of consistency between two measures of the same thing. Asemah et al (2017) refer to it as the consistency of scores obtained by the same person when retesting with an identical test or with an equivalent form of the test on different occasions.

The instrument of data collection which is employed for this research is the questionnaire. It was strategically used in determining the level of application of information and communication technology for academic activities by the undergraduate of university of Benin. The questionnaire aid the work in getting responses to the research questions. In other to check the reliability of the questionnaire, the researcher carried out a pilot study by first distributing 20 copies of the questionnaire. Payne (2017) avers that a pilot study is a research study constructed before the real study. The researcher will also study other research work as it relates to this study to ascertain the reliability of the instrument.

3.8 Method of Data Collection

The researcher will use face to face strategy when collecting data. The researcher will frame the questions through face to face and deliver copies of the questionnaire to the respondents. The response will be retrieved immediately after the opinion of the respondents is recooded. This will assured that all questionnaire copies were collected at the same time. In addition, the research allowed the researcher to clarify any issues within the bounds of research ethics.

3.9 Method of Data Analysis

With the help of frequency tables and simple percentages, the data collected and compiled in this study was statistically presented and analyzed. The frequency tables were utilized to create simple pictorial representations of the data, making the information accessible to all. The biodata was analyzed using simple percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

This chapter presents, analyse and interpret data accumulated through questionnaire. A total number of 402 questionnaire were distributed to students through random sampling.

4.1 Data Presentation and Analysis

Table 1 **Distribution of Respondents by Gender**

Variable	Frequency	percentage
Male	206	51.2
Female	196	48.8
Total	402	100

Source: Field Survey 2024

Table 1 shows that the study is comprised of males and females gender. Although, male responded more than the other counterpart. This shows that male students in the study carry higher percentages

Table 2: **Distribution of Respondents by Age Bracket**

Variable	Frequency	Percentage
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16 - 22	215	53.5%
23 - 27	149	37.1%
28 - 37	34	8.5%
38 and above	4	1%
Total	402	100%

Source: Field Survey 2024

Table 2 reveals that the study was comprised of respondents within various age rate. It indicates that a higher proportion of the respondents are between the ages of 16 and 22.

Table 3 Distribution of Respondents by Faculty

Variable	Frequency	Percentage
Art	205	51%
Education	54	13.4
Engineering	26	6.5%
Others	117	29.1
Total	402	100%

Source: Field Survey 2024

Table 3 highlight that the study involved respondents from the Faculty of Arts, Education and Engineering. However, respondents from the Faculty of Arts were more available to participate in the study.

Table 4: Extents and Levels of Students exposure and access to any ICT gadgets

Variable	Frequency	percentage
Yes	378	94

No	24	6
Total	402	100

Source: Field Survey 2024

Table 4 sought to exposed the fact that students have access to one or two ICT equipment. The data revealed that student in one way or the other have access to one or more ICT gadgets. This is because 94% of the respondents answered in that direction.

Table 5: Most used ICT gadgets by students

Variable	Frequency	Percentage
Computer	49	12.2
Smartphone	359	89.3
Laptop	99	24.6
Others	8	2
Total	402	100

Source: Field Survey 2024

Table 5 give the details information of the most commonly used ICT gadgets by student. The data revealed that smartphone (89.3%) is the most common used ICT followed by laptops (24.6%).

Table 6: Purpose at which ICT is mostly used for

Variable	Frequency	Percentage
Assignment	179	44.5
Pleasure	197	49
Reading	183	45.5
Research	205	51

Others	77	19.2
Total	402	100

Source: Field Survey 2024

Table 6 shows that students uses ICT gadgets for pleasure (49%) and research purposes (51%) more than any other purposes it can serve as it research purposes stood the highest ground.

Table 7: Availability of WiFi in the school to enhance learning

Variable	Frequency	Percentage
Yes	127	31.6
No	218	54.2
Undetermined	57	14.2
Total	402	100

Source: Field Survey 2024

Table 7 pointed out that there are no availability of WiFi in the department to aid and enhance learning. This is because of about 218 respondents who equals 54.2% answered in that direction.

Table 8: Extent to which Student Prefer Electronic Library to Physical Library Application

Variable	Frequency	percentage
Electronic library	223	55.5
Physical library	179	44.5
Total	402	100

Source: Field Survey 2024

The information above explained the fact that students prefer to read online, soft copy or through the Internet than physical books or physical library as the respondents answered in that direction.

Table 9: Extents to which students will perform excellently, academically without the application of ICT gadgets

Variable	Frequency	percentage
Strongly disagree	88	21.9
Disagree	158	37.8
Neutral	70	17.4
Strongly agree	44	10.9
Agree	45	11
Total	402	100

Source: Field Survey 2024

Table 9 sought to investigate how effective academic activities and academic performance will be without the application of any ICT. (59.7%) of the respondents which mark the highest disagree that they will perform very good in academic without using ICT.

Table 10: Estimated time through which UNIBEN students spend on the Internet daily

Variable	Frequency	Percentage
1-2 hours	94	23.4
3-4 hours	114	35.8
5-6 hours	82	20.4
7-8 hours	46	11.4
Others	35	8.7
Total	402	100

Source: Field Survey 2024

Table 10 shows that students usually spends 3-4 hours on the Internet daily. This is because the respondents answered in that direction.

Table 11: Level of expertise of students in handling and operating ICT tools

Variable	Frequency	Percentage
Excellent	79	19.7
Very good	141	35.1
Good	209	51.9
Fair	27	6.7
Poor	nil	nil
Total	402	100

Source: Field Survey 2024

Table 11 attempt to investigate the technical managerial requirements of students in handling ICT gadgets. The data shows that students have a GOOD positive operational knowledge of ICT.

Table 12: Materials in which UNIBEN students are exposed to for academic activities

Variable	Frequency	Percentage
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Ebook	111	27.6
AI/chat GPT	159	39.6
Internet	201	50
Textbook	191	47.5
Handout	132	32.8
Others	23	5.7
Total	402	100

Source: Field Survey 2024

Table 12 seeks to highlights the most commonly ICT that students utilize for reading especially during exams. Through the response gathered, Internet are the most commonly used for academics (50%). This is in accordance to the response recorded in through the questionnaire.

Table 13: Rate of students who have access to personal laptop for academic activities

Variable	Frequency	Percentage
Yes, I have	179	44.5
No,I don't	208	51.7
Maybe	15	3.7
Total	402	100

Source: Field Survey 2024

Table 13 shows that (51.7) percent of the respondents does not have access to personal laptop. Laptop is an advanced ICT which advanced advantages and it's necessary that does who seek academic development have one.

Table 14: Responses on major factor that hinder compliance to having personal laptop among students

Variable	Frequency	Percentage
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Lack of funds/Finance	242	77.3
Lack of expertise	22	7
Others /power supply, management,etc.	49	15.7
Total	402	100

Source: Field Survey 2024

Table 14 shows that lack of fund is the major setback as to why students don't have their own personal laptop.

Table 15: Responses on the availability of projector in the classroom for academic convenience and comprehensiveness

Variable	Frequency	Percentage
Yes it's available	129	32.1
No	245	60.9
Maybe	28	7
Total	402	100

Source: Field Survey 2024

Table 15 shows that there are no availability of projectors to describe, simplify and explain some certain phenomenon which needs images and practical touches to comprehend them as supplied by the respondents.

Table 16: Challenges hindering the effective application of ICT especially the Internet for academic activities by the undergraduate of UNIBEN

Variable	Frequency	Percentage
Data and subscription	237	58.9

Poor Internet connection	199	45.5
Electricity/power supply	206	51.3
Others	nil	nil
Total	402	100

Source: Field Survey 2024

Table 16 revealed the challenges commonly encountered when utilising ICT gadgets. The results shows that data and subscriptions remain the highest challenges of students.

Table 17: Responses on ICT infrastructural availability on campus to aid learning

Variable	Frequency	Percentage
Yes	94	23.4
No	217	54
Planning progress	38	9.5
Undetermined	53	13.2
Total	402	100

Source: Field Survey 2024

Table 17 shows that there are not effective ICT infrastructure for academic activities. This is because the respondents answered in that direction.

Table 18: Response on the types of ICT mostly use by students daily

Variable	Frequency	Percentage
Internet	191	47.5
Social media	201	50
Artificial intelligence	159	39.6

Total	402	100
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Source: Field Survey 2024

Table 18 posited social media as the highest types of ICT used by students. This followed by the Internet and Ai. This is because the respondents answered in that direction.

Table 19: Responses on managerial intelligence of habitual style of checking social media before going to bed and after waking up from bed

Variable	Frequency	Percentage
Yes	215	53.5
No	28	7
Sometimes	122	30.3
All the time	26	6.5
Often	11	2.7
Total	402	100

Source: Field Survey 2024

Table 19 shows that majority check social media before and after waking up from bed. This means that students spent more time on social media than the valuable Internet which can be for research and reading.

Table 20: Response on the effectiveness of ICT special infrastructure with gadgets to aid academic activities on campus

Variable	Frequency	Percentage
Effective	81	27.3
Highly effective	46	15.5

Ineffective	153	51.5
Highly ineffective	17	5.7
Total	402	100

Source: Field Survey 2024

Table 20 sought to determine how effective ICT infrastructure are. The data show that ICT infrastructure and gadgets are not available and effective. This is due to the fact that majority (57.2%) of the respondents answered in that direction.

4.2 Discussion of Findings

4.2.1 Research Questions One; What is the level of ICT usage and it impact on academic performance by the undergraduate of Uniben?

In answering this question, data accumulated and gathered will be utilise to analyse and find the factual answers to the question. Table number 4 will be used to explain the level of ICT usage. Since the question are two,level of it usage and impact, then it will be proper to analyse it level first. From table 4, it is very obvious that the uses of ICT gadgets is very high. 378 of the respondents making 94 percent agree that they have access to one or more than one ICTs such as smart phones, computer, laptop, desktops, iPad, etc. Only few respondents, marking 6% are identified as not having access to one or two ICT gadgets and tools

Table 5 also answered the question, the level of ICT usage. From the data gathered through questionnaire,it is obvious that students have access to one or other ICT gadgets. This shows

that smart phone remain the highest commodity that students utilize among all the listed ICTs gadgets.

What impact does this ICT have? Table 6 address the impact thus by asking a question about ICT purposes. Responses were submitted and ICT has actually helped in assignment purposes (179) respondents which mark 44.5 percent. 197 use it for pleasure, 183 for reading and 77 response for others. However, the highest purpose ICT are used for is research purposes (205) respondents.

In other to get clarification on the impact of ICTs on academic activities, a questions was constructed and the respondents answered accordingly. In table 9, a question which seeks to investigate and predict the performance of students who does not apply ICTs for academic activities was asked. In reaction, 88 respondent marking exactly 21.9 percent strongly disagree that one can succeed academically without the application of ICT. 158 respondents also disagree while 70 of the respondent cannot actually tell if students will perform excellently well without the application of ICT.

However, very few percentage strongly agree that students can be excellent without using ICT. Although, a total number of 246 respondents (59.7) agree that student performance will be extremely poor without the application of ICT. This align with the findings of Olise (2019) who is opined that Students now rely solely on ICT to carry out any activities in school. This point out the impact in which ICT have especially to students. New innovation are possible through the means of ICT. This is consistent with the findings of Asemah and Nwammuo (2022) who

posited that the end result of diffusion is that people as social systems adopt new idea, and behavior (Diffusion of Innovation Theory)

4.2.2 Research Question Two: What are the challenges associated with the uses of ICT for academic activities among undergraduate students of university of Benin?

In answering this questions, table 7, 13, 14, 15 and majorly 16 are applicable. Table 16 diligently attempt to reveal the major challenges the undergraduate under study often face accessing the Internet. 237 of the respondents highlighted that the major challenges is Data subscription. This means that data is the major bane for students. 199 respondents posited that it was poor Internet connection while 206 respondents opined that it power supply.

In terms of infrastructure, table 17 also display that the institution did not have effective infrastructure specifically loaded with ICT gadgets. To examine and study the availability of ICT clearly without any vague, 23.4% agrees to the fact that the school have infrastructure specifically performing ICT roles. However, 217 respondents with equal 54 percentage did not agree to the fact that the institution have ICT infrastructure while 13.2% can't even tell if there are ICT infrastructure in the institution. This shows that ICT's are not available in most of institutions

The researcher did further research to reveal the effectiveness of ICT infrastructure since few percentages in table 17 answered to have it available. Since there's a differences between

availability and the effectiveness of what is available, this question becomes vital, clarified and imperative. To observe the effectiveness of ICT infrastructure in the institution which ought to contribute to students' knowledge, 81 respondents (27.3) percent disclose that it is effective, 46 also claimed it to be highly effective. However, 153 respondents (51.5) observed that ICTs infrastructure in the institution is ineffective while 17 respondents which equals 5.7 agrees that ICT infrastructure in the institutions is highly ineffective. In total, 170 respondents (57.2) percent all agree that ICT infrastructure was in bad condition and lack gadgets such as computers, laptops, monitors which are ought to be practical aspects of knowledge to knowledge

Table 13 and 14 is also found useful in highlighting some potential challenges students encountered in accessing ICT gadgets. Laptop in some higher institution are made compulsory because it is commonly the way to academic wealth in our contemporary world. Students cannot have lecture in Oduduwa university Osun state without laptop. In checking the level at which the undergraduate of university of Benin have access to personal laptop, a question was asked and the responses revealed students condition towards the situation. 179 respondents (44.5) are reported to have personal access to laptop while 208 respondents(51.7%) did not have access to personal laptop. 15 percent can't tell if they have or not. This might be as a result of faulty laptop, stolen,or some other factors that can warrant such answers. This shows that access to personal laptop among students is very low.

Table 14 actually reveals the reasons why students does not have access to personal laptop. The highest number of respondents pointed out finance as the major reasons which limit them from having their personal laptop. Only few boil on lack of expertise, power supply, etc.

4.2.3 Research Question Three: What are the most commonly used ICT tools and resources for academic purposes.

In answering research question three, table 5 sought to provide adequate and clarify information about it. There are different ICTs that are available for learning and academic activities. A list of some common ICT gadgets are listed through the questionnaire in other to know the one which student utilise more. However, results has showed through the data presentation in table 5 that smartphone remains the highest tools students utilize. Very few respondents are using computer. Laptop are utilise by 99 respondents which equals 24.6% of the respondents. Only 2 percent were exposed to other gadgets. However, the highest and the most commonly used ICT gadget is smartphone which covers (89.3%) and equals 389 respondents uses smartphone more.

Also in table 12, effort was made to identify the most common, accessible and commonly used ICTs gadgets used by students especially when preparing for examination. A questions was asked to sought for information revealing the platform in which student have access to more. A total number of 402 respondents air their views by choosing the one they have access to more. A

total of 111 respondents which equals 27.6 percent use e-book, 132 (32.8) uses handout. 191 (47.5%) uses textbook while 159 (39.6%) uses Artificial intelligence. However, the highest and the most commonly used ICT platform is the Internet. 201 (50%) of the respondents strongly stated their claim to have more access to the Internet than any other ICTs platforms

Table 18 is also found extremely vital and useful in answering research question three. In other to wage the daily types of ICTs that is mostly used daily, social media, the Internet and Artificial intelligence, respondents state their claim to the habitual check as 191 (47.5%) use the Internet for a general purpose including academics. 159 of the respondents uses Ai daily. However, students still uses the social media more on a daily basis as 201 (50%) responded to be applying social media daily. This is line with Dei, Denkor and Okyere (2022) which state that social media is the success behind academic easeful in the university because classes update are always checked across other functions. The findings of the study concur with the first assumption of the UGT and technology determinism theory which states that the audience is active and its media use is goal-oriented.

4.2.4 Research Question Four: How standard is the usage ability, expertise and managerial intelligence of undergraduate students of university of Benin using ICT for academic activities?

In answering this question, table 10, 11 and 19 will be used. Table 11 present the expertise of students in handling and operating ICTs. This is refer to as managerial requirements of ICT gadgets whereby we have technical, cognitive and financial requirements. Findings shows that a total of 79 respondents can operate ICT gadgets excellently, 141 are very good while 155 (38.6%)

are good. Findings also reveal that a total of 93.4% can operate ICT and are good in operating same. Only 27 respondents (6.7%) cannot operate ICT gadgets adequately.

In other to checkmate the cognitive abilities of the undergraduate students of Uniben, table 10 discussed and give details information about it. About 94(23.4%) spent 1-2 hours on the Internet daily, 82 spent 5-6 hours, 46 spent up to 7-8 hours while 35 respondents (8.7%) spent more than 8 hours on the Internet and social media daily. However, the highest percentage of hours spent by students is 3-4 hours as 144 respond in this direction. This connotes that the cognitive abilities of the student in managing ICTs gadgets are very poor.

This align with Asemah (2013) who posited that the undergraduate of the kogi state university recorded poor academic performance because of lack of discipline to social media and Internet additions especially Facebook, WhatsApp and Instagram.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This chapter gives a vital wrap of the diligent findings that the researcher employed. A total number of 402 respondents was submitted through questionnaire as surveys was carried out. The data submitted was crucial in analyzing the research topic: the level of Application of Information and Communication Technology for Academic Activities by the Undergraduate of Uniben. The two theories that gives credence to this work are the technological determinism theory and diffusion of innovation theory.

As mentioned earlier, the researcher employ the uses of questionnaire as instruments to gather data for comprehensive analysis. The summary of the findings through the data sent, filled, collected, analyze and interpreted are as follows:

1. Students have access to few ICT gadgets especially smartphone and majority will not perform excellently well in academics without applying it

2. More people uses ICT for reading and research purposes. However, finance, data subscription, poor Internet connection and power supply remains the major challenges facing the adequate application of ICTs
3. The most commonly use ICTs for academics is the Internet. Social media platforms also cannot be left out
4. The standard of ICT infrastructure is very poor. However, a higher percentage knows how to operate but lacks addictive discipline of social media regulations.

5.2 Conclusion

From the analysis above, it is obvious that the undergraduate of UNIBEN have access to ICTs. Also, there are poor or no infrastructure dedicated for ICT to serves the interest of learning in this digital dispensation. Although, students have access to AI, ebook, handout, but students use more of the Internet for academic purposes. However, in all their uses, majority of the students lack control and overused time on social media for mere pleasure purposes (Self and Gratification theory).

It should also be noted that that the institution have lower rate of students who have personal access to laptop and the major reasons is finance or lack of funds.

5.3 Recommendations

This study practically recommends the following:

1. The institution should pay more attention to the development of ICT has revolution as taken place academically through ICT. The school should be able to flow with ICT trends
2. The institution should endeavor to have effective free WiFi to aid connectivity as the main challenges is data subscription.
3. The rate at which ICTs gadgets are expensive is increasingly alarming. Government in collaboration with the school should come up with a system that will enable students have access to ICT with ease.
4. Infrastructure dedicated for ICTs should be encouraged. Not only that but it effectiveness also
5. Users of ICTs should learn disciplinarian measures in other to avoid additions to internet and social media.

5.4 Suggestions for Further Research

The findings of this study birthed some vital research suggestions which are vital and will certainly be contributory to knowledge for further research

1. Do a comparable study with a larger sample size to get findings that are more thorough.
2. Undertake a similar research in supplementary regions of Nigeria to ascertain the level of application of ICT on the target population.

3. Check the extent to which university lecturers and staffs are exposed to the technical know-how of ICTs

5.5 Contribution to Knowledge

The study contributes to knowledge in various ways. First, it has offer empirical evidence of the level of application of information and communication technology by the undergraduate of Uniben. The rate at which students now have access to ICT is clarified even beyond the common ones which includes smartphones. Two, this study has comprehensively highlights the challenges associated with the effectiveness of ICTs and most importantly, through various empirical studies, a solution to all the problems highlighted was discussed in details. Three, the study create awareness about the inabilities of students to afford laptops. The reasons was discussed and solutions was stated during recommendations. Four, the study also educate readers on cognitive and managerial skills of ICTs as some users of ICT spent too much time on social media and are addicted to the Internet.

To this ends, this study is a success by providing and contributing to knowledge as it informs, educate the users of ICTs, mobilizing and sensitizing the institution and the government to provide a channels that will make ICT available and accessible.

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APPENDIX I

Department of Mass Communication,
University of Benin,
Benin City, Nigeria
August 2024.

Dear Respondent,

REQUEST FOR COMPLETION OF ITEMS IN THE QUESTIONNAIRE

I am a final-year student of the above-named department/institution. I am conducting a research on, “LEVEL OF APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGY FOR ACADEMIC ACTIVITIES BY THE UNDERGRADUATE OF UNIVERSITY OF BENIN”. This research is in partial fulfillment of the requirement for the award of a Bachelor of Arts degree in mass communication.

I will be very grateful if you assist me with useful answers by completing the questionnaire below. I assure you that your responses will be treated with confidentiality and the information given will be used strictly for the purpose of this academic work.

Thank you for your understanding and cooperation.

Yours faithfully,

**Oyodo Gideon Godspower
Researcher**

APPENDIX II

QUESTIONNAIRE

Instruction: Please kindly tick (√) the appropriate option below

SECTION A: Demographic

1. What is your gender? (a) Male (b) female
2. What age bracket do you belong to? (a) 20 – 25 (b) 26 - 30 (c) 31 – 35 (d) 35 and above
3. Faculty (a) Arts (b) Education (c) Engineering

4. Do you have access to any ICT gadgets such as computers, phone and laptops? A. Yes B. No
5. Which of the ict do you often use? A. Computer B. Smartphone C. Laptop D. Others
6. What purpose do you normally use ICT for a. Assignment b. Reading c. Research d. Pleasure
e. Others
7. Do your department have Wi-Fi a. Yes b. No c. Can't conclude
8. Do you prefer electronic library to physical library a.yes b. No
9. You will perform excellently well without the applications of ICT? A. Strongly Disagree B.
Disagree c. Strongly agree d. Agree e. Neutral
10. Do you use internet more than social media daily? A. Yes B No c. Undetermined d. Maybe
11. What estimated time do you use the internet daily? A. 1_2 hours B. 3-4 C. 5-6 D. 7-8
12. What is the level of your expertise in ICT gadgets operations? A. Excellent B. Very good C.
Good D. E. fair F. Bad
13. What major challenges do you face accessing the internet? A. Data B. Internet connection C.
Power supply D. Others
14. Do your department have infrastructure specifically loaded with it gadgets such as computer
Wi-Fi etc a. Yes b. No c. Planning in progress d. Undetermined

15. If number (14) is yes, how effective it is? a. Effective b. Highly effective c. Ineffective d. Highly ineffective
16. Which do you have access to more when reading for exams
1. A.e-book b. Chat GPT C.handout D. Textbook E. Internet F. Others
17. Do you check your social media after waking up from bed and when going to bed? a. Yes b. No c. Sometimes d. All the time e. Oftentimes
18. Do you have access to personal laptop? a. Yes b. No c. Maybe
19. If number (18) is NO, what major factor limit you from having it? A. Finance B. Lack of expertise c. Other factor not mentioned
20. Are there availability of projector in lecture hall to aid your learning? a. Yes b. No c. Maybe