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# Information Communication Technology and the Academic Performance of Students in Federal University Lokoja

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***ABSTRACT***

*This study examines information communication technology and the academic performance of students of federal university Lokoja. The use of ICT tools like internet, search engines, smartphones, etc. is majorly found among the age bracket of 15 to 30 years who are predominantly students of post- secondary institutions. Over 78 percent of students in FUL falls within this age bracket therefore, aside the personal ICT tools available to students use, the university management has invested hugely in ICT therefore this study is poised to ascertain the impact of ICT on the grade point average of students, examine the effect ICT has on the study behavior of students and to access the impact of ICTs on the rate of graduating students. The study adopts the descriptive research design. The population of study was gotten from three departments in three faculties within the university while the Krejcie and Morgan's table (1970) was used to determine the sample size. Data was collected via primary and secondary sources and the research instrument used in this study was questionnaires and interviews. This study reveals that ICT has significant influence on the grade point average of students, study behaviour of students and of course, the number of graduating students in Federal university Lokoja. Finally, the study recommends that the university management should prioritize investment in robust ICT infrastructure, including high-speed internet connectivity, modern computing facilities, and access to relevant software applications. This will ensure that students have reliable access to ICT resources essential for their academic pursuits.*

***Keywords****: ICT, Study Behaviour, Grade Point Average, Graduating Students.*

## INTRODUCTION

Information and Communication Technology (ICT) has become an important source of innovation and improvement of efficiency for many sectors across the globe. In the education sector, particularly, the application of ICT has become a critical part of the learning process for university students both outside and inside the classroom setting. The government and other stakeholders in the education sector such as University management and researchers have invested huge amounts of money to adopt ICT in the education system during the last two decades. Most Universities that have adopted ICT have recorded immense advancement in the application of ICT for the improvement of learning methods, teaching, research, and development It is however, not clear what impact the ICT have on the performance and achievement of students. The term Information and Communication Technologies (ICTs) simply mean the technologies that are used to transmit, process, store, retrieve, create, display, and share information electronically. These broad definitions of ICTs include such technologies such as radio, television, video, DVD, telephone (both fixed

lines and mobile phones) satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as video conferencing-mail and blogs (UNESCO, 2017).From the findings of Fahad, Madar, Oye, and Rahim (2012), ICT is an umbrella term that includes any communication device or application encompassing radio, cellular phones, hardware and software, smart board, computer and network, satellite. ICTs has greatly facilitated the acquisition and absorption of knowledge, offering Universities unprecedented opportunities of enhancing education (Emmanuel and Ngozi, 2014).

**Statement of problem**

The digital revolution of the 21st century has touched literally every aspect of human endeavors with effects that have redefined the way things are done and the results of such redefinitions are indeed sprawl. Adoni and Adewusi (2007) interpreted evidences from literatures like Ifinedo (2005) and Adeyemi (2011) suggests that the use of ICT tools /mediums like the internet, search engines, smartphones and other smart ICT devices is majorly found among the age bracket of 15 - 30 years who are predominantly students of post- secondary institutions. These ICT tools/ devices are to a large extent leveraged by these classes of young men and women for the purpose of online trading/marketing, gambling and e-betting as well as for academic studies/research etc.

The Federal University Lokoja which was established in 11th February 2011 has an estimate of 78% of its students falling within the age bracket of 18 to 24 years (Adewuni 2016) posting the university within the range and classification of those who engage ICT tools the most. Apart from personal ICT tools available to students, the university has invested hugely on ICT (construction of ICT center: #34,301,469.41, provision of ICT center and equipment and furniture's: #54,169,829,70, procurement of equipment for computer laboratory :#28,830,163.63 and procurement of equipment /hardware/software for students #5,440,175.57)(Federal University Lokoja-Kogi state report 2016-2020) This study is therefore poised at assessing the impact of the use of ICT tools on academic performance majoring against the three key parameters :Grade point Average, Students Study Behaviour and Number of Graduating students.

**Objectives of the Study**

The purpose of this study is to ascertain the academic performance of students influenced by the ICT infrastructure at Federal University Lokoja. However, the following are the specific objectives of the study:

i. To ascertain the impact of ICT on Grade Point Average of students in federal University Lokoja. ii. To examine the effects of ICTs on students' study behavior in FUL.
iii. To assess the impact of ICTs on the number of graduating students in Federal University Lokoja.

**Research Questions**

This research project consequently seeks to the following questions:
i. How has the use of ICT affected the GPA of Students in Federal University Lokoja?
ii. What are the effects of ICT on students' study behavior?
iii. To what extent has ICT enhanced the number/rate of graduating students in FUL?

## METHODOLOGY

The survey study was carried out in Federal University Lokoja. The staff and students of some selected departments have been used as sample for the study (random sampling); the data gathered were analyzed using tables and percentages for better understanding and interpretation of findings. this paper is also organized according to the research questions and objective of the study. Out of 226 questionnaires administered, 215 are returned successfully by the respondents.

## CONCLUSION

In conclusion, this study has provided valuable insights into the impact of Information and Communication Technology (ICT) on the academic performance of students at Federal University Lokoja. Through a combination of quantitative analysis and qualitative exploration, several key findings have emerged that shed light on the relationship between ICT usage and students' learning outcomes.

Firstly, the findings indicate that students who actively engage with ICT tools and resources demonstrate higher levels of academic achievement compared to those with limited access or usage. This suggests that ICT plays a crucial role in facilitating learning and enhancing educational outcomes in the university setting. Moreover, specific ICT tools such as online research, digital libraries, interactive learning platforms, and educational software applications have been identified as significant contributors to students' academic success.

Furthermore, the study highlights the importance of factors such as technological infrastructure, digital literacy skills, instructional design, and institutional support in shaping the effectiveness of ICT integration in academic settings. Addressing these factors is essential for maximizing the benefits of ICT and ensuring equitable access to technology-enhanced learning opportunities for all students.

The implications of this research extend beyond the academic realm to encompass broader societal and economic dimensions. As ICT continues to permeate various aspects of modern life, including education, it is essential to recognize its potential to empower individuals, foster innovation, and drive economic growth. By harnessing the power of ICT effectively, Federal University Lokoja can position itself as a leader in providing quality education and preparing students for success in the digital age.

In light of the findings, several recommendations are offered to stakeholders, including educators, policymakers, and university administrators. These recommendations include investing in infrastructure development, promoting digital literacy initiatives, designing innovative pedagogical approaches, and fostering a supportive institutional environment for ICT integration.

This study underscores the significance of ICT in shaping the future of education and emphasizes the need for strategic planning and investment in leveraging technology to enhance learning outcomes. By embracing the opportunities afforded by ICT, Federal University Lokoja can empower its students to thrive in an increasingly digital and interconnected world, thereby fulfilling its mission of academic excellence and societal impact.

## Recommendations

Based on the findings and conclusions of this study, several recommendations are proposed to enhance the integration of Information and Communication Technology (ICT) in the academic environment of Federal University Lokoja:

1. Infrastructure Development: The university management should prioritize investment in robust ICT infrastructure, including high-speed internet connectivity, modern computing facilities, and access to relevant software applications. This will ensure that students have reliable access to ICT resources essential for their academic pursuits.

2. Digital Literacy Training: Implement comprehensive digital literacy programs to equip both students and faculty with the necessary skills to effectively utilize ICT tools and resources. These programs should cover topics such as information literacy, digital research methods, online collaboration, and digital citizenship. Also, the university management should make acquiring a digital skill before graduation compulsory for all graduating students so as to prepare them for the demands of the digital economy and enhance their competitiveness in the labour market.

4. Supportive Institutional Policies: Develop supportive institutional policies that promote the integration of ICT in teaching, learning, and research activities. This may involve establishing guidelines for the use of ICT resources, providing incentives for faculty innovation, and allocating resources for ICT-related initiatives.

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