Impact of New Media Students Attitude to Learning a Case Study of Undergraduate Students Federal College of Education, Yola Adamawa State

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Abstract:- The relevant of new media to students' study habits was the focus of this study. Apart from various instances raised by authors from reviewed studies in the literature review part of this study, none of the reviewed studies was found to focus their study on determination of the influence of new media on study habits among undergraduate students in Federal College of Education, Yola, Adamawa State. The study used purposive random sampling techniques to select 337 from 1,557 students. The method of data collection was based on usage of structured questionnaires gave the respondents ample opportunity to go through the contents and choose the option that best suited their opinions. The use of frequency count, percentages and weighted averages gave room for aggregation of opinions and presentation of results in a way that can be easily interpreted. The study found that the level of computer usage among FCEY students is somewhat low. The level of internet usage among FCEY students is found to be too low. However, the level of mobile phone usage among FCEY students was found to be significantly influencing good study habits. However, the uses of mobile phone among FCEY students are yielding some negative study habits such distraction in the classroom through frequent ringing tone, text messages or examination malpractices. The uses of social network among FCEY students were found to have insignificant influences on their study habits.

I. INTRODUCTION

Achievement in academic institution is not always base totally on students level of intelligence regarding study. To record better achievement in education require positive learning attitudes. A student's attitude to learning play significant role in assessing the academic achievement through teaching and learning process. Evidences from earlier studies have shown that learning attitude could be positive or negative, which tend to yield expected positive or sound achievement or generally below average school performance. As expressed by Nneji (2012), learners' attitude is among the factors that encourage the learners to voluntarily embark on self-study in the private time. Thus, students with positive learning attitude may not necessary memorizing the fact rather with good attitude such students could gain insight into how to read, what to read and when to read. As argued by Twum (2014) that kind of student attitude relate strongly with commitment to academic activities as well as overall achievement.

According to Kass (2013), one of the paramount aspects for students to attain successful academic achievement while at school is to distance self from unpromising attitude. Making difference in the students' academic achievement required steady positive attitude and this has nothing to do with age or level of education. To score good grade require students to be sound and learning supportive habit, otherwise, student may persistently perform below average or persistent failure. The good attitude or positive learning habit can guide the learners to discover self, to know how to plan for reading or how to accomplishes given academic tasks. Fielden (2014), stated that positive learning attitude help the learners to attain ability to predicts learning outcome through selection, analysing, critiquing, and synthesizing.

Romeo (2016), stated that learners may not acquire the required skills by mere looking at others or through step by step guiding, the actual learning can only take place when learners put their skills acquired into practices. Positive learning habit can serve as motivation for students to put what being learnt in the classroom into practices. Thus, for students to attain the require academic achievement their most be a supportive attitude that will make.

The extents to which any student could achieve success count on readiness of students to study, through dedication, commitment and persistent learning rate. Though, Kim, Mims and Holmes (2016) argued that students' readiness is a factor of instructional materials or personal learning materials provided by the school or parents for the students. One of such learning materials nowadays is ICT based devices. Learners attitude to study can be positively modify through new media devices such as portable computer system, mobile phone or other portable devices as well as educative application software.

The modern media platform such as mobile phone allows interaction among people through sending and receiving messages, sending picture and video clips, which make the new media a suitable device for modifying students' attitude toward learning (DeWatteville & Gilbert, 2010). One of roles of teachers in the classroom is achieve effective communication by offers information that mostly needed by the students during lesson. However, different efforts are now being put in place to ensure that communication between teachers and students regarding school work is not restricted within the four-corner of the classroom. Thereby, most schools have resulted to the use of simulation game, interactive application, computer based learning among others that can facilitates continuous learning even after school hours (Benki & Abba, 2008; Youssef & Dahmani, 2012).

According to Burniske (2011), the roles of ICT have been expanded from communication tools to national development devices. Most nations of the world perceived ICT has one of tool that can influence economy of the individual and the entire society at large. In the recent, the skills of ICTs has been introduced to various classroom to ensure that the student master it right from school ages. However, as the mastering of skills is ongoing, the use of ICTs to boost positive attitude toward learning is also simultaneously ongoing. Thus, with daily growth in digital world and different applications being released by various software developers it become relatively important for the educationists to finding ways of integrating the new media into classroom activities to modify learners attitude.

➢ *Statement of the Problem*
Poor study habits among students in the tertiary institutions especially the students of colleges of education could be among the possible causes of numerous academic challenges facing these potential teachers. Some of these students perform poorly or have low grades or fail out-rightly and sometimes are advised to withdraw or change their programmes. One of the earlier identified problem of students to excel in their academic pursue is lack of access to necessary learning materials, most of the schools' libraries are filled with old textbooks and majority of institutions could not afford e-library to make their students have access to latest online textbook and resources in their respective fields. However, the breakthrough of the ICT in Nigeria seems to have provided answers to these learning dilemmas. Recently, most schools have been equipped with computers, some have benefited from various Federal government and NGO ICT interventions. Nigerian institutions like rest of the world now dedicate halls for e-libraries. The advent of mobile communication with arrival of smart phones and various new-age-media platforms have also made information closer to learners than ever. Many educationists believed that the trend of ICTs in education just as in order fields have come to change the face of education for better. Invariably to say that education will be better off with ICTs while the learners' attitude to study is expected to be improved. In justification of the positive claims of ICTs on education, students are now seen resulting to the use of new media such as internet facilities in school café or on their mobile application. In fact some students in FCE Yola are now spending most of their time in e-library while some visit cybercafés; yet there are numbers of students that have access to ICT and other intelligence devices at home for seeking further relative information with aim to enhance their academic achievement. Therefore, the effort to determine whether the rate of new media usage by this students is influencing positive learning attitude and consequentially enhancing their performance in schools necessitated this study. It is interesting to this study to determine how usage of new media devices for school activities is influence positive learning attitude among students? Are the students better off with ICTs than ever? Thus, based on these facts the researcher aimed to investigate the influence of information and communication technology (ICT) usage on students' study habits in the Federal College of Education, Yola (FCEY), Adamawa State, Nigeria.

➢ *Objectives of the Study*
The main of aim of this study is to determine the impact of information communication technology on Federal College of Education, Yola students learning habit, while the specific objectives are to:
1. Identify effectiveness of computer usage on learning habits of FCE Yola's students
2. Determine the effect of internet usage on learning habits of FCE Yola's students
3. Determine the effect of mobile phone usage on learning habits of FCE Yola's students
4. Identify the influence of social networking on learning habits of FCE Yola's students

➢ *Research Hypotheses*
The hypotheses which this study tested are:
1. The use of computer system by students does not significant influence on positive learning attitude.
2. The rate of Internet usage does not significant promote positive learning attitude
3. Mobile phone usage among students does not significant influence their learning attitude
4. The use of social networking by students has no significant influence on their learning attitude

II. METHODOLOGY

➢ *Research Design*
The survey research design was used in this study because, survey research design is deemed suitable for researchers who investigate opinion, attitude, activities and characteristics of people.

➢ *Sources of Data*
The data for this study were generated from both primary and secondary sources. Primary data are data that have not been previously published. The primary data was obtained from undergraduate students of Federal College of Education, Yola, via the questionnaire. While secondary data is made up of data collected from another study. Secondary data was obtained from the review of publications that are of relevance to this study. These

include journals, newspapers, textbooks, Internet, magazines etc.

> *Population of the Study*

The populations for this study were 1,557 undergraduate students of Federal College of Education, Yola. The essence of considering part III students was as results of the fact that these students had spent more than one academic session. Their experiences as students of higher institution at college of education might have demand for the use of new media in their academic pursues.

> *Sample and Sampling Technique*

The sample size for this study was 337 students from undergraduate students of Federal College of Education, Yola. The part three students were randomly sampled putting proportionate of respondents from each level.

> *Method of Data Analysis*

Data obtained from the study were analyzed using mean and standard deviation, frequency table and simple percentage to answer research questions while Chi-square analytical tool was used to test the formulated hypotheses at level of significance 0.5.

III. RESULTS

> *Results of Analyses of Tested Hypotheses*

The data collected through questionnaire from sampled students from Federal College of Education, Yola were sorted and subjected into chi-square analysis to determine the respective influences of computer usage, internet services, the uses of mobile phone, the uses social network on students study habits. The results obtained from analyses were used to determine whether the null hypotheses are to be accepted or rejected. The details of outcome for each analysis were presented as follow:

Ho1: The use of computer system by students does not significant influence on positive learning attitude.

The first hypothesis tested the possible influences of the usage of computer system on students study habits. The results on Table 1a revealed interaction between computer usability level among FCEY students and their study habits. The result revealed that 83.3% of those students with good study habits fall in the category of those with good computer usability. More also, the results on Table 1b revealed the chi-square analysis on the influence of computer usability on study habit. The results indicate the calculated chi-square value 17.818 which is greater than table value 9.488, at degree of freedom of 4. Thus, since calculated chi-square is greater than table value. We rejected the null hypothesis that stated that computer usage has no significant influence on students' study habits. This implies that using computer by some of FCEY students is influencing good study habits such as good time management, effective note taking and timely homework completion.

Study Habit		Computer Usability			Total
		Low	Fair	Good	
Poor	Count	40	21	2	63
	%	63.5%	33.3%	3.2%	100.0%
Fair	Count	43	170	7	220
	%	19.5%	77.3%	3.2%	100.0%
Good	Count	1	8	45	54
	%	1.9%	14.8%	83.3%	100.0%
Total	Count	84	199	54	337
	%	24.9%	59.1%	16.0%	100.0%

Table 1a:- Contingency Results of Levels of Computer Usability on Study Habit

Stat	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17.818[a]	4	.000
Likelihood Ratio	11.273	4	.000
N of Valid Cases	337		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.65.			

Table 1b:- Results of Chi-square Analysis on Influence of Levels of Computer Usability on Reading Habit

Ho2. The rate of Internet usage does not significant promote positive learning attitude

The second hypothesis was aimed at determine the possible influences of the usage of Internet services on students learning habits. The results on Table 2a revealed the outcome of cross tabulation between internet usability by the students and students study habits. It was showed that 38.1% of those students with poor study habit fall in the category of those with low Internet usability. More also, the

results on Table 2b revealed chi-square value 0.657 which is less than table value 9.488, at degree of freedom of 4. Therefore, the null hypothesis stated that Internet usage has no significant influence on students' study habits is accepted. This implies that FCEY students has not been

harness the positive influences of Internet services to promote good study habits among them. However, the fact that mobile phones and social media are more available to students may limit their patronage to internet café both in the schools and outside school premises.

Reading Habit		Internet Usability			Total
		Low	Fair	Good	
Poor	Count	24	20	19	63
	%	38.1%	31.7%	30.2%	100.0%
Fair	Count	89	59	72	220
	%	40.5%	26.8%	32.7%	100.0%
Good	Count	21	16	17	54
	%	38.9%	29.6%	31.5%	100.0%
Total	Count	134	95	108	337
	%	39.8%	28.2%	32.0%	100.0%

Table 2a:- Contingency Results of Levels of Internet Usability on Reading Habit

Stat	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	0.657[a]	4	0.956
Likelihood Ratio	0.650	4	0.957
N of Valid Cases	337		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.22.			

Table 2b:- Results of Chi-square Analysis on Influence of Levels of Internet Usability on Reading Habit

Ho3: Mobile phone usage among students does not significant influence their learning attitude

The third hypothesis was focused towards determination of possible influences of the usage of mobile phone services on students learning habits. The results on Table 3a revealed the outcome of cross tabulation between mobile phone usability level by the students and students study habits. It was showed that 77.8% of those students

with good study habit fall in the category of those with good mobile phone usability. More also, the results on Table 3b revealed chi-square value 13.32 which is greater than table value 9.488, at degree of freedom of 4. Therefore, the null hypothesis stated that mobile phone usage has no significant influence on students' study habits is rejected, this results implies that the using of mobile phone by FCEY students is significant promoting good study habits among them.

Reading Habit		Mobile Phone Usability			Total
		Low	Fair	Good	
Poor	Count	3	39	21	63
	%	4.8%	61.9%	33.3%	100.0%
Fair	Count	0	118	102	220
	%	0.0%	53.6%	46.4%	100.0%
Good	Count	0	12	42	54
	%	0.0%	22.2%	77.8%	100.0%
Total	Count	3	169	165	337
	%	0.9%	50.1%	49.0%	100.0%

Table 3a:- Contingency Results of Levels of Internet Usability on Reading Habit

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.320[a]	4	.000
Likelihood Ratio	12.433	4	.000
N of Valid Cases	337		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 48.01.			

Table 3b:- Results of Chi-square Analysis on Influence of Levels of Internet Usability on Reading Habit

Ho4: The use of social networking by students has no significant influence on their learning attitude

This last hypothesis was aimed to determine the possible influences of the usage of social network on students learning habits. The results on contingent Table 4a revealed the outcome of cross tabulation between social network usability level by the students and students study habits. The results showed that 44.4% of those students with poor study habit fall in the category of those with low social network usability. More also, the results on Table 4b revealed chi-square value 6.74 which is less than table value 9.488, at degree of freedom of 4. Therefore, the null hypothesis stated that social network usage has no significant influence on students' study habits is accepted, this results implies that the using of social network by FCEY students is yet to be promoting good study habits among them.

Reading Habit		Social Network Usability			Total
		Low	Fair	Good	
Poor	Count	28	20	15	63
	%	44.4%	31.7%	23.8%	100.0%
Fair	Count	91	63	66	220
	%	41.4%	28.6%	30.0%	100.0%
Good	Count	26	11	17	54
	%	48.1%	20.4%	31.5%	100.0%
Total	Count	145	94	98	337
	%	43.0%	27.9%	29.1%	100.0%

Table 4a:- Contingency Results of Levels of Internet Usability on Reading Habit

Stat	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.747[a]	4	.601
Likelihood Ratio	2.873	4	.579
N of Valid Cases	337		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.06.			

Table 4b:- Results of Chi-square Analysis on Influence of Levels of Internet Usability on Reading Habit

IV. DISCUSSION OF RESEARCH FINDINGS

This study found that the level of computer usage among FCEY students is somewhat low. However, the results of tested hypothesis indicated significant influences of computer usability among FCEY students on their study habit. This result may not be unrelated with the fact that majority of students indicated ability to use Microsoft word as one of computer applications that prominently applicable to many schools activities, such as assignment, seminar paper, preparation of time paper, reports and projects typesetting. Above all, the convenience and the relatively easier-to-use features of Microsoft word is enough to encourage many students to use Microsoft word. This finding was in agreement with the earlier findings from the study conducted by Burniske (2011) that while majority of Nigerian students at tertiary education level are boast of using Microsoft word, very few can lay their hands on Microsoft excel, Microsoft access and Microsoft PowerPoint. The reason for limited utilization of computer applications was attributed to lack of enough practices, lack of computer system and nature of schools curriculum that jam-packed many events denies learners the ample time to learn new things.

More also, the findings from this study indicated that the level of internet usage among FCEY students is too low.

It was shown that majority of students are not using internet and that most that used either through their mobile phone or personal system purposely use internet to play online games. This finding may not be unconnected with the fact that internet facilities are now affordable and available than ever before. Most mobile network providers are now offer internet services at cheaper rates The easier availability, accessibility and affordability of internet among majority of student with smart mobile phones implies that majority of students do not need to get to internet café center before assessing information online. Most especially, educative information are been purposively made relatively free for the learners. Most educative information on mobile phone attract little charges and easier to access. The students' strain time as result of too much academic engagement can also reduce the time a learner will has to visit the Internet café shops which can also influence their study habits. This finding concurred with the earlier findings made from study conducted by Ikpeama (2015) that too much of course contents and course loads significantly affected the level of students' participation in extra-curriculum activities.

The findings of this study also indicated that the level of mobile phone usage among FCEY students is significantly influencing good study habits. More also, it was revealed that majority of students uses their phone to contact friends, colleague and disseminated information

about their study among their colleagues. The applicability of mobile phone to education may account for strongly influence of mobile phone on learners' habits. The reason may not be unconnected to the fact that teaching and learning process require strong informative medium and mobile phone is one of modern medium of communications. Thus, disseminating educative information through media become easier and the students with mobile phone can communities among themselves and their respective teachers. This finding agreed with the finding earlier made by Wulystan et al., (2014) in their study about influence of mobile phone in teaching and learning environment that in most distant learning education mobile phone has become handy class disseminating mode.

More also, the findings from this study revealed that the uses of social network among FCEY students is found to be play lesser influences on their study habits. Most students are reported been on the social network platform to interact with others that has nothing to do with their study. This finding may not be unconnected with the fact that social media was initiated for interactive platform and majority of students are likely to joining the platform from friends outsides the schools. More also, educational system is yet to define how social media can be integrated into learning activities, majority of platform users were dominated with celebrities, musician, political fames and people that has little to do with education. This finding concurred with the finding earlier made from the study conducted by Fielden (2014) on effect of social media in day-to-day activities. The study found that apart from marketers and business organization social media has not been used effectively in the academic arena. Educational system has not finds it ways into effective utilization of social media and other new media platform, thereby left students with self-description to use social media as they like. The findings from this study also indicated that the school management, staff and other members of schools communities are not interacting with students through social media platform. This finding may not be unconnected with the measures taking by school authorities to ensure that students and staff interaction are minimal to curtail various illicit practices among male teachers and female students. However, there is yet to be an effective measure for the school authorities to detect who among their staff abuses students through social media. More also, the fact that joining of social media is voluntary make it difficult to know who join particular platform at particular point in time among students or staff. In all, social media can enhance learning and study if well-coordinated and well-organized by school authorities as found in some schools in advanced countries. Social media was reported assisted teaching and learning by the earlier studies conducted by Romeo (2016), also, the study by Nneji (2012), Fielden (2014), all supported the positive influence of social media on study habits. Through social media, information can be disseminated, comments can be made, opinions can be redefined, and contribution can be made as well as clarification to aspects look confusing.

V. CONCLUSION

The significant of new media through ICT to the learners' study habits has been established by this study. The evidences through the findings of this study have shown that the use information and communication technology in colleges of education is one of the possible options of promoting good study habits among students. This study established the important of computer usage on students study habits. The more the students are efficiency in the usage of computer application the better their chance of developing good study habits. More so, this study established that students are no longer depend on internet services through café as results of other internet facilities through mobile services providers that are relatively easy and affordable to many students. It has also been evidently established from this study that the use of mobile phone has unique roles to play in developing students study habits. This study established that the use of mobile phone still posed some negative challenges study habits. However, there numbers of other applicable area of mobile phone to support teaching and learning in the colleges of education which can override these negative impact. Above all, this study reaffirmed that the social media to some large extent has not been yielding expected study habits among students in FCE Yola. The use of social media was found strictly for non-educative activities among students while the management and staff in the college have not seen this platform as tool for interacting or disseminating teaching messages among their students. This study has showed that the teaching and learning are no longer limited to the four-corner classroom. The rigidness of curriculum and other course contents are no longer hold, and should be reviewed, if we meant to keep our students abreast of their international counterparts across nations of the world.

RECOMMENDATIONS

➤ The management of Federal College of Education, Yola should ensure that specific time were allocated for computer training for fresh-intake students to serve as backbone for their computer operation and consequential promote good study habits among students.

➤ The management of FCE Yola should partner with the mobile network providers to provide internet facilities for the students through their mobile phone at cheaper rate for the development of good study habits among students.

➤ The schools through ICTs centers or other responsible unit can afford to training their students how to use mobile phone for their learning activities. More also, the college can go into partnership with software designers to come up with various courseware applications that students can install on their phones as learning supplement for lecture room activities.

➤ The negative impact of mobile phone should not be used as excuse to deny college students from using phones, rather the students should be supported through proper guides on how to use phone for attainment of good study habit.

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