

Information and Communication Technology Use, Teacher-Student Relationships and Senior Secondary School Students' Attitudes towards Learning in Southwest Nigeria

Dolapo Omotayo RAJI
LCU/PG/003200

**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
Faculty of Education, Lead City University, Ibadan, Oyo State, Nigeria**

**In Partial Fulfilment of the Requirements for the Award of Doctor of Philosophy
Degree (PhD) in Educational Management**

2025

Certification

This is to certify that Dolapo Omotayo RAJI, with matriculation number LCU/PG/003200, completed the research titled “Information and Communication Technology Use, Teacher-Student Relationships and Senior Secondary School Students’ Attitudes towards Learning in Southwest Nigeria” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Nigeria, for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted for publication.

Prof Afolakemi Olasumbo Oredein
Supervisor

Date

Ass. Prof. Oluyomi Susan Pitan
Head of Department

Date

Dedication

This Thesis is dedicated to my husband and children for their encouragement and support throughout the period of my programme.

Lead City University Ibadan DO NOT COPY

Acknowledgement

I sincerely appreciate the various sources and libraries that contributed to the research journey of this thesis. I am also grateful to the leadership of Lead City University, a remarkable institution whose influence has significantly supported my academic ambitions. I am deeply thankful to Professor Afolakemi Olasumbo Oredein, my supervisor and the amiable provost of the Postgraduate College at Lead City University, for her understanding, meticulous guidance, and unwavering support throughout the reading, corrections, and contributions to this thesis. May God continue to bless and expand your endeavours.

I am grateful to Professor Donald Odeleye, Dean of the Faculty of Arts and Education at Lead City University. Additionally, the researcher sincerely appreciates the contributions of Professors Tunde Philiyas Yara, Senimetu Ileuma, and Eseza Erwat, which have greatly enriched my work. I express my gratitude to Dr. Susan Oluyomi Pitan, Head of the Department of Arts and Social Science Education, for her invaluable contributions. The researcher also wishes to acknowledge the tremendous support and contributions of Dr. Toyin Oyedeji, Dr. Ukamaka Akuche, Dr. Monilola Oyetade, Dr. Olabisi Killian, Dr. Mojirade Ayantunji, Dr. Seyi David, Dr. Omobola Gambo, Dr. Christianah Sam-Kayode, Dr. Moyinoluwa Owojori, Dr. Albert Olaniyi (Departmental Postgraduate Coordinator), Dr. Sunday Fabode, Dr. Deborah Ayeni, Dr. Yejide Ibikunle, Dr. Hafsat Abdulsemihi, Dr. Joseph Kolashi, and Dr. Chinenye Obadimeji for their unwavering support throughout my academic journey.

I also extend my profound gratitude to Dr Folahanmi Akinsolu, and my wonderful children, for their love and understanding throughout the course of this programme.

“Even though the above institution and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any is found in the work”.

Abstract

In Southwest Nigeria, there seems to be a growing concern regarding the attitude of senior secondary school students towards learning among educational stakeholders. From experience and observation by the researcher, it appears that some senior secondary school students in Southwest Nigeria exhibit negative attitudes towards learning. This is evident in poor academic performance, poor engagement, examination malpractice, truancy, skipping classes, and low participation in class and extracurricular activities. Studies have examined the causes of the aforementioned problem in other states, focusing on other variables, however, much work has not been done on information and communication technology use, teacher-student relationships and senior secondary school students' attitudes towards learning in Southwest Nigeria. Thus, to bridge this gap, this study investigated the influence of Information and Communication Technology (ICT) use and teacher-student relationships on senior secondary school students' attitudes towards learning in southwest Nigeria. Descriptive survey research design guided the study. The population of the study comprised of 208,804 students from the 2,262 public senior secondary schools in Southwest, Nigeria. Multi-stage sampling procedure comprising various techniques was used to select the sample size of 1187 senior secondary school two students. A self-developed questionnaire titled (SSSSALQ) ($\alpha = 0.789$) for students was used to collect data from respondents. The findings of the study revealed that the level of public senior secondary school students' attitudes towards learning was low ($\bar{x} = 2.4$); level of information and communication technology use was low ($\bar{x} = 2.19$); the most prominent teacher-student relationship was authoritarian; information and communication technology use and teacher-student relationship have a significant combined influence on public senior secondary school students' attitude towards learning (Adj. $R^2 = 0.821$) and ($F_{(2,1018)} = 2343.047$; $p < 0.05$); information and communication technology use has a significant influence on the dependent variable ($\beta = 0.762$, $t = 39.367$, $p < 0.05$) and teacher-student relationship has a significant influence on the dependent variable ($\beta = 0.185$, $t = 9.580$, $p < 0.05$); there is a significant gender difference in public senior secondary school students' attitude towards learning ($p < 0.05$). Based on these findings, it was concluded that both ICT use and teacher-student relationships significantly influence senior secondary school students' attitudes towards learning in Southwest Nigeria. Thus, it was recommended among others that schools should consider using teaching techniques that involve students more actively, such as group discussions, hands-on projects, or peer teaching. These methods can help make learning more enjoyable and encourage students to participate more in class. Also, schools should include training on using technology effectively in their professional development programs for teachers. This will help teachers learn how to incorporate technology into their teaching while also building positive relationships with their students.

Keywords: Information and Communication Technology Use, Teacher-Student Relationships, Senior Secondary School Students' Attitudes towards Learning

Word Count: 447

Table of Contents

Content	Page
Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	x
List of Figures	xii
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	11
1.3 Aim and Objectives of Study	11
1.4 Research Questions	13
1.5 Hypotheses	13
1.6 Significance of the Study	13
1.7 Scope of the Study	14
1.8 Limitation of the Study	15
1.9 Operational Definition of Terms	16
Endnotes	19
Chapter Two: Literature Review	
2.1 Conceptual Review	25
2.1.1 Learning	25
2.1.2 Senior Secondary School Students' Attitude towards Learning	29
2.1.2.1 Class Participation	30

2.1.2.2 Class Attendance	33
2.1.2.3 Enthusiasm	35
2.1.3 Information and Communication Technology Use	37
2.1.3.1 Mastery Experience	39
2.1.3.2 Vicarious Experience	41
2.1.3.3 Cyber Security Awareness and Practices	44
2.1.4 Teacher-Student Relationship	46
2.1.4.1 Authoritarian Teacher-student Relationship	49
2.1.4.2 Collaborative Teacher-student Relationship	51
2.1.4.3 Transactional Teacher-student Relationship	53
2.2 Theoretical Framework	54
2.2.1 Technology Acceptance Model (TAM)	54
2.2.2 Vygotsky's Sociocultural Theory	55
2.2.3 Self-efficacy Theory	57
2.3 Review of Empirical Studies	59
2.3.1 Information Communication Technology Use and Students' Attitude towards Learning	59
2.3.2 Teacher-Student Relationship and Students' Attitude towards Learning	61
2.3.3 Motivation and Students' Attitude towards Learning	63
2.3.4 Parental Involvement and Students' Attitude towards Learning	65
2.3.5 Teachers Efficacy and Students' Attitude towards Learning	68
2.3.6 School Climate and Students' Attitude towards Learning	69
2.3.7 Peer Influence and Students' Attitude towards Learning	71
2.3.8 Emotional Intelligence and Students' Attitude towards Learning	73
2.3.9 School Environment and Students' Attitude towards Learning	75

2.3.10	Gender and Students' Attitude towards Learning	78
2.3.11	School Facilities and Students' Attitude towards Learning	79
2.3.12	Teacher Competence and Students' Attitude towards Learning	81
2.4	Conceptual Model	83
2.5	Summary of Gap in Literature Reviewed	84
	Endnotes	86
Chapter Three: Methodology		
3.1	Research Design	102
3.2	Population of the Study	102
3.3	Sample and Sampling Techniques	103
3.4	Description of the Research Instrument	105
3.5	Validity of the Research Instruments	106
3.6	Reliability of the Research Instrument	106
3.7	Administration of Research Instrument	107
3.8	Method of Data Collection	107
3.8	Method of Data Analysis	107
3.9	Ethical Approval	108
	Endnote	109
Chapter Four: Results and Discussion of Findings		
4.1	Questionnaire Return Rate	110
4.2	Demographic Data Analysis	110
4.3	Presentation of Answers to Research Questions	111
4.4	Test of Hypotheses	134
4.5	Discussion of Findings	138
	Endnotes	149

Chapter Five: Conclusion

5.1	Summary of Findings	154
5.2	Conclusion	154
5.3	Recommendations	155
5.4	Contribution to Knowledge	157
5.5	Suggestion for Further Studies	158
	Bibliography	159
	Appendixes	180
	Bio-data	208
	The University Compliance Certification	211

Lead City University Ibadan DO NOT COPY

List of Tables

Table	Title	Page
3.1	Population for the Study	103
3.2	Sample Frame	105
4.1	Demographic Data Analysis	110
4.2.1	Public Senior Secondary School Students' Attitudes towards Learning (Class Participation) in Southwest Nigeria	112
4.2.2	Public Senior Secondary School Students' Attitudes towards Learning (Class Attendance) in Southwest Nigeria	114
4.2.3	Public Senior Secondary School Students' Attitudes Towards Learning (Enthusiasm) in Southwest Nigeria	116
4.2.4	Level of Public Senior Secondary School Students' Attitudes towards Learning (Class Participation, Class Attendance, and Enthusiasm) in Southwest Nigeria	118
4.3.1	Information and Communication Technology Use (Mastery Experience) in Public Senior Secondary Schools in Southwest Nigeria	120
4.3.2	Information and Communication Technology Use (Vicarious Experience) in Public Senior Secondary Schools in Southwest Nigeria	122
4.3.3	Information and Communication Technology Use (Cyber Security Awareness and Practices) in Public Senior Secondary Schools in Southwest Nigeria	124
4.3.4	Level of Information and Communication Technology Use (Mastery Experience, Vicarious Experience and Cyber Security Awareness and Practices) in Public Senior Secondary Schools in Southwest Nigeria	126
4.4.1	Teacher-Student Relationship (Authoritarian) in Public Senior Secondary Schools in Southwest Nigeria	127
4.4.2	Teacher-Student Relationship (Collaborative) in Public Senior Secondary Schools in Southwest Nigeria	129

4.4.3	Teacher-Student Relationship (Transactional) in Public Senior Secondary Schools in Southwest Nigeria	131
4.4.4	Most Prominent Teacher-Student Relationship (Authoritarian, Collaborative, and Transactional) in Public Senior Secondary Schools in Southwest Nigeria	133
4.5	Summary of Regression Analysis showing Combined Influence of Information and Communication Technology Use and Teacher-Student Relationships on Senior Secondary School Students' Attitudes towards Learning in Public Senior Secondary Schools in Southwest Nigeria	134
4.6	Summary of Regression Analysis showing Relative Influence of Information and Communication Technology Use, Teacher-Student Relationship on Public Senior Secondary School Students' Attitudes towards Learning in secondary schools in Southwest Nigeria	136
4.7	Summary of T-test showing the Gender Difference in Public Senior Secondary School Students' Attitude towards Learning in Southwest Nigeria	137

List of Figure

Figure	Title	Page
2.1	Conceptual Model	83

Lead City University Ibadan DO NOT COPY

List of Acronyms

Abbreviation	Meaning
ICT	Information and Communication Technology
TAM	Technology Acceptance Model

Lead City University Ibadan DO NOT COPY