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

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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.

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Dedication

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

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Acknowledgement

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“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”.

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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.

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List of Acronyms

Abbreviation	Meaning
ICT	Information and Communication Technology
TAM	Technology Acceptance Model

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