

Impact of Information and Communication Technology on Academic Achievement and Character Development of Secondary School Students in Anambra State, Nigeria

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Abstract

The study examined the impact of information and communication technology on the academic achievement and character development of faith-based secondary schools in Anambra State. The design for the study was a descriptive survey design. The target population was 3,946 teachers in all faith-based secondary schools in Anambra State. The proportional random-stratified sampling technique was used to select 395 teachers as the sample size. The instrument used for data collection is a structured 11-tern questionnaire. The data obtained from the respondents were presented in frequency distribution tables and analyzed with mean scores and standard deviation. The hypotheses were tested with T-test at a 0.05 significant level. The study found that Information and communication technology (ICT) impacts student's academic achievement because it motivates students to learn, increases study engagement promotes collaborative learning, improves teaching strategies for students to understand, and sometimes diverts students from classroom learning. In the long run, this negatively affects students' school achievement. More so, ICT impacts the students' character development because ICT (social media) is used to make the students study the Bible verses and makes available skills for the students to be productive. The study recommended that Government should make policies to check the use of ICT facilities in classrooms to avoid abuse. Faith-based school management should install CCTV cameras in classrooms to ensure students do not abuse the use of ICT facilities in the classroom, and Teachers should always be encouraged to ensure students do not abuse the use of ICT facilities during classroom lectures.

Keywords: ICT, Academic, Achievement, Character Development.

Introduction

The advancement of information and communication technology (ICT) has changed lifestyles, and ICT is now used in practically all activities. Ishaq, Azan, Zin, Rosdi, Abid, and Ijaz (2020) assert that ICT plays a crucial role in building a new global economic structure enabling rapid changes in the global economy. However, the changes that the advancement of ICT has brought about for society also affect the educational system. It has impacted how teachers impart knowledge to their students and how they acquire information to advance their academic work, particularly in secondary schools. ICTs provide educational institutions with a wide window of opportunity to harness and use technology to enhance the teaching and learning process (Usman & Odion, 2019), and this influence the academic achievement of the students.

According to Kimberly, Charles, Nicole, Sittie, Gemeile, April, and Ikka (2009), academic achievement refers to how students approach their studies and carry out the many duties their teachers assign them. However, the World Bank (2008) indicated that ICTs could empower teachers and students, encourage change, and stimulate the development of “21st-century skills” to support academic achievement. There is a widespread belief that ICTs can and will empower teachers and learners, changing the greater emphasis of teaching and learning from being highly teacher-dominated to student-centred and that this change will increase student learning gains by initiating and enabling opportunities for students to develop their creativity, problem-solving skills, informational reasoning abilities, communication skills, and other higher-order thinking abilities.

In a similar idea, Oguguo, Ajuonuma, Azubuike, Ene, Atta, & Oko, 2020; Tonui, Kerich, and Koross (2016) asserted that ICT has the potency to empower teachers and learners, modifying the emphasis on teaching and learning from being extensively teacher-dominated to student-centred, which is anticipated to increase learning improvements for students. ICT is also widely believed to create and enable opportunities for students to develop their creativity, problem-solving skills, informational reasoning, communication skills, and other higher-order thinking skills. Similarly, Usman and Odion (2019) claimed that ICTs offer educational institutions a vast opportunity to harness and employ technology to enhance the teaching and learning process. According to UNESCO (2021), ICT can promote higher-order thinking abilities, give students unique and creative ways to convey what they have learned, and better prepare them to deal with the rapid advancement of technology that is occurring in both society

and business. Although ICT helps students achieve more, it also appears to have an impact on the character development of the students.

In addition to enhancing students' academic achievement, faith-based secondary schools also seek to build a strong sense of character development in their students. Character is a method of thinking and acting that distinguishes each person to live and collaborate within the context of family, society, nation and state, per Arwen and Puspita (2020). In light of this, Nasional (2008) defined *character development* as educating people to become capable decision-makers who are prepared to accept responsibility for the results of their actions. Similarly, Buchori and Setyawati (2015) described character development as education that helps students recognize values cognitively, appreciate values emotionally, and ultimately experience true worth.

Chamorro and Rey (2013) claim that the use of ICT may cultivate students' motivation to engage, and the usage of ICT may help students develop their personal and professional lives. More so, Kumar (2019) argued that ICT could also be utilized to give information that broadens students' awareness of and exposure to cultural diversity in society. Menon (2018) maintained that ICT might be a source of information and a means of communicating content through discourse and interaction. The internet has had recently improved quickly, making it one of the most important new applications. However, it has also contributed to the creation of the virtual world, where people now reside while oblivious to the social environment to which they belong, and the value system has ultimately been affected and altered.

In Nigeria, according to Mobi, Onyenanu, and Ikwueto (2015), many secondary school teachers use technology in the classroom more regularly than ever. UNESCO (2021) claimed that Information and Communication Technology (ICT) is used in secondary schools teach and learn in many countries. One laptop per student, tablets, interactive whiteboards or smart boards, e-readers, the internet, and many more ICT tools are frequent educational uses. In Nigeria's secondary schools, internet-capable mobile phones are frequently spotted. Moreover, Mobi et al. (2015) argued that these ICT instructional resources could occasionally impact student's behaviour and academic achievement because they can rob them of crucial learning time and be utilized unnecessarily. These facilities can also make learning experiences difficult as the students might indulge in games, which improves poor academic performance. This is because it exposes the students to pornographic websites and social media platforms like

Facebook, Twitter, Instagram, Tik Tok, and Snapchat, among others, which can divert them from their studies.

Using ICT facilities in secondary schools can, in certain cases, prevent students from attaining their secondary school goals. According to Joyce (2017), some students seem unaware of the dangers associated with using technological devices, such as what students share on other social media platforms to have negative or defamatory characters; the internet has made it difficult to prevent such character deformation. In addition, during adolescence, individuals have an increasingly higher need for complex tasks, sharing info and taking part in decision-making, which is related to an individual personality (Jinadu, Salmiah & Azuhairi, 2016). Indirectly, the students are unaware that these characteristics acquired from social media would knowingly or unknowingly encourage them to commit various crimes (Damota, Mekuria & Bitew, 2019). Ikwuka and Adigwe (2017) argued that faith-based secondary schools still maintain the conventional and conservative teaching atmosphere in which the teacher serves as the preeminent source of knowledge and the students serve as the prominent consumers. Traditionally, educational practices have not given students all the abilities essential to prosper economically in the job today. Besides, the advancement of ICT appears to make matters worse as it (social media) has exposed the students to unwarranted content damaging their character, with no school appearing to be immune to the impending danger. Unfortunately, no literary works seem to provide empirical evidence on the impact of ICT on the academic achievement and character development of faith-based secondary school students in Anambra State. It is against this background that this study was set out to review.

Statement of the Problem

The decadence of secondary school students today is alarming as some students are joining cults, abusing drugs, and dressing in half-necked or necked attire on the streets and occasionally in the classrooms. As a result, this is seriously affecting society because adolescents are believed to be the future leaders of tomorrow. Their academic achievement appears to be in jeopardy due to their inability to focus on their studies due to ICT distractions, and the situation seems to be getting out of control. Although, some secondary schools, like faith-based secondary schools, are making every effort to curtail this menace. From the researcher's preliminary investigation, it seems the situation also exists in these faith-based secondary schools. Anambra State seems not to be different because of how ICT permeates every sector of the economy. In order to be sure and help in curtailing the situation in faith-

based secondary schools, this study set out to determine the impact of ICT on the academic achievement and character development of faith-based secondary school students in Anambra State.

Objectives of the Study

The study's general objective is to examine the impact of ICT on the academic achievement and character development of faith-based secondary school students in Anambra State. The study sought to:

- Examine the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State.
- Determine the influence of ICT on the character development of faith-based secondary school students in Anambra State.

Hypotheses

H_{Q1}: There is no significant difference between teachers in rural and urban areas on the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State.

H_{Q2}: There is no significant difference between teachers in rural and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State.

Literature Review

Information and Communication Technology

Information and communication technology (ICT) is a broad term that refers to various electronic and technological tools and resources used to manage, create, and share information (Ikwuka & Adigwe, 2017). Similarly, Abdulrahman (2016) described ICT as electronic-based technologies generally used to retrieve, store, process and package information and provide access to knowledge. Ubaru (2005) asserted that ICT combines technologies for collecting, storing, processing, communicating and delivering information. Information Communication Technology is regarded as an engine for growth and a tool for empowerment with profound implications for education, change and socio-economic development.

According to Nweze (2018), teachers employ a variety of ICT resources when teaching secondary students, including an internet connection, televisions used for classroom instruction, CCTV, projectors, and websites/ blogs. Likewise, Ejiroghene (2021) stated that some of the ICT facilities utilized in secondary schools include printers for printing out notes for the students, photocopiers for making several copies of the notes available, and several multimedia services. There is also a 1,2m dish set on the iron stand and a Very Small Aperture Terminal (VSAT) provided to access the internet as well. In other to guarantee a consistent supply of electricity, there is also a modest generator. Additionally, Ajeigbe, Ogunsakin, and Shogbesan (2015) listed desktop computers, laptops, printers, projectors, projector screens, television, internet services, and webcam as some of the ICT facilities found in secondary schools.

Information and Communication Technology and Academic Achievement

Most academic institutions across the world now heavily rely on information and communication technology (ICT). There is no denying that information and communication technology (ICT) facilitates effective teaching and learning, especially in today's information culture, to boost students' creative and intellectual resources (Ikwuka & Adigwe, 2017). Besides that, Almasi, Machumu, and Zhu (2017) asserted that secondary school students were now more likely to use ICT for educational purposes. But, unfortunately, most of these students used the internet as a social media platform for chatting, socializing, watching movies, and listening to music, which impacted their reading habits and academic achievement. Almasi, et al., (2017) further argued that sometimes, ICT causes a waste of time, delay in schoolwork submission, poor academic results, and school dodging reported effects associated with internet use among secondary students.

On the other hand, ICT advancements have significantly impacted how students and teachers learn through innovative educational devices and these innovative ICTs have had a significant impact on all academic disciplines. With the unexpected rise in the popularity of personal computers in the 1980s, the idea of integrating ICTs into the teaching-learning process garnered the attention of improving the educational standard of the country (Machumu & Kisanga, 2014). This is because, Wadi' and Sonia (2002) claimed that ICTs could improve the quality of education by boosting learner motivation and engagement, facilitating the acquisition of necessary skills, and improving teacher effectiveness. However, despite the importance of ICT, such as computers and the internet in educational systems around the world, their use in

developing nations has not received the attention it should have, especially among students and teachers who will be passing on such knowledge to the next generation through primary and secondary education (Juliani, Mustadi, & Lisnawati, 2020).

Meenakshi Sigh, (2020) argued that the advancement in digital technologies has undoubtedly positively affected students. It provides a virtual classroom, an internet-based tool for conducting live classroom-style sessions where students and tutors may interact simultaneously (Hana, 2020). Students can access course- work and keep updated with the virtual classroom from anywhere at any time. They have the ability to research and complete coursework at any time and from any location that fits their busy schedule. Kim (2020) added that students could also do assignments, send homework, view presentations, participate in student discussions, perform study groups, communicate with teachers and peers, seek help from student support services, receive input, and view test results. It enables the teacher and the students to participate in live lessons and discussions. Students will engage in breakout sessions, ask questions, and draw on the whiteboard. Digital classrooms can do almost everything that can be done in a physical classroom. Furthermore, the entire classroom session can be recorded.

Information and Communication Technology and Character Development

Arwen and Puspita (2020) defined *character development* as a set of values that result in a system that drives the thoughts, attitudes, and behaviours expressed. According to Nyongesa, Kiprop, and Chumba (2019), more students worldwide communicate socially through social networking sites and other online social media. The interactions on social media affect how students are disciplined in schools in a wide range of ways. Social media platforms, especially social networking sites like Facebook, WhatsApp, Twitter, Instagram, and YouTube, have helped students form diverse connections.

On the plus side, these connections students establish can occasionally help exchange knowledge and provide encouragement or help, much like in a study group. However, because there are more weak ties than strong ones, some students lack the strong ties that would motivate them to engage in risk-taking academic activities or experiments in the science laboratories of their schools. As a result, fewer students profit significantly due to the declining number of solid relationships, which serve as the foundation for knowledge provision and discipline improvement, while more students may marginally benefit from weaker ties (Malcolm, 2015). This indicates that using ICT devices such as smartphones for social media applications

and internet browsing is the start of significant alterations in some families' daily life and social environment (Nurul, Nor, Aida, Fauziah, & Adi, 2022).

Additionally, a Malaysian study reveals that excessive use of ICT might result in addiction, as seen by the obsession with internet browsing, which is seen in Pathological psychology, a subfield of psychology dealing with mental health disorders. As a result, internet usage has increased over time, which affects social interactions and depression symptoms (Twenge, 2020). Since many adolescents appear to be active online but are quiet in real life, the effect of increased intense internet use on adolescents has an emotional impact on their well-being. In addition, Johari and Shahrina (2012) discovered that adolescents who regularly use ICT facilities are more likely to engage in social vices such as drug usage, prostitution (beginning with nudity), armed robbery, and kidnapping, among many more.

THEORETICAL FRAMEWORK

Technology Acceptance Model

This study was anchored on Technology Acceptance Model (TAM) propounded by Davis (1989). The TAM proposes that perceived ease of use and usefulness of technology are predictors of user attitude towards using the technology, subsequent behavioural intentions and actual usage. In addition, perceived ease of use was also considered to influence the perceived usefulness of technology. The model has been one of the most influential models of technology acceptance, with two primary factors influencing an individual's intention to use new technology: perceived ease of use and perceived usefulness.

In relation to this study, teachers who have experienced how simple it is to use ICT in teaching and learning ensure that the facilities are always utilized to improve students' school achievement. This is due to the fact that ICT facilities will help students' academic achievement by improving learning, motivating and engaging students, fostering cooperation, encouraging inquiry and exploration, and developing a new learner-centred learning culture. Additionally, teachers use ICT to expose students to knowledge that will enhance their positive character development. Although teachers find ICT valuable, they must be careful to watch how students use these ICT tools within the classroom.

RESEARCH METHOD

Research Design

The design for the study is a descriptive survey design. This has enabled us to gather meaningful data on the existing phenomenon for reliability and generalization.

Population of the Study

The target population are the entire teachers in all the faith-based secondary schools in Anambra State. There are 196 faith-based secondary schools in Anambra State 3, 946 teachers where 162 were teachers in rural areas and 141 in urban areas.

Sample and Sampling Technique

The proportional random-stratified sampling technique was used to select the sample size. According to Goedicke, Wildi, and Kienast (1997), in this approach, each stratum sample size is directly proportional to the population size of the entire population of strata. That means each strata sample has the same sampling fraction. On this note, 10% of the population was used as the sample size. Thus, the sample size for the study was 395 teachers.

Instrument for Data Collection

The instrument used for data collection is a structured 11-item questionnaire. The instrument was titled: Impact of Information and Communication Technology on Academic Achievement and Character Development Questionnaire (IICTAACDQ). The instrument comprised three sections, comprised of Section A sought information on the respondents' demographic data. Section sought information on the impact of ICT on the academic achievement of faith-based secondary school students. Section C sought information on the impact of ICT on the students' character development. The instrument was structured on a four-point Likert scale of Strongly Agreed = 4, Agreed = 3, Disagreed = 2, and Strongly Disagreed = 1, developed for data collection.

Method of Data Collection

The researcher used the Face-to-Face method of data collection. The researcher was able to administer copies of the questionnaire to the respondents with the assistance of two research assistants. After the collection of the administration and retrieval of the copies of the questionnaire, 303, which is 76.71% were retrieved and used for data collection.

Method of Data Analysis

The data obtained from the respondents were presented in frequency distribution tables and analyzed with mean scores and standard deviation. The mean scores of 2.50 and above were taken as “Agree” while mean scores below 2.50 were taken as “Disagree”. The hypotheses were tested with a t-test at a 0.05 significant level.

Results

Figure 1: Location of the Respondents

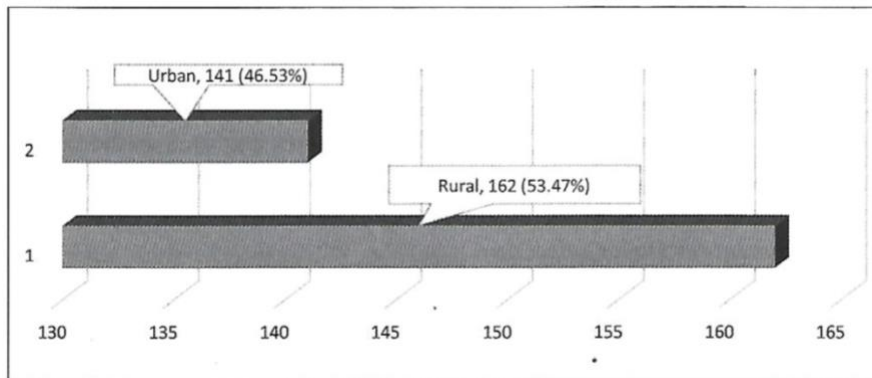


Figure 1 shows the location of the respondents in Anambra State. The result revealed that 53.47% of the respondents teach in secondary schools in rural areas, while 46.53% of the respondents teach in secondary schools in urban areas.

Table 1: The Impact of ICT on the Academic Achievement of Faith-Based Secondary School Students in Anambra State

Urban Area=141				Rural Area = 162			
S/N	Item Descriptions	X	SD	Decision	X	SD	Decision
1	The students become motivated in learning with the use of ICT	3.00	1.030	Agree	3.14	.881	Agree
2	ICT improves study engagement among students	2.86	.990	Agree	2.92	1.047	Agree
3	It encourages collaborative learning among the students	2.98	.937	Agree	2.88	1.081	Agree
4	ICT enhances my teaching methods so students understand	2.94	1.038	Agree	3.14	.756	Agree
5	ICT distracts students from learning in the classroom	2.78	1.036	Agree	2.80	1.050	Agree
	Grand Mean	2.91	1.006	Agree	2.98	0.963	Agree

Table 1 presents the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State. The results revealed that the grand mean scores of the

urban and rural areas were above 2.50 with standard deviations of 1.006 and 0.963, respectively. This shows that the teachers, in their opinions, concur that the use of ICT improves study engagement, encourages collaborative learning, and enhances the teaching methods for students to understand, though it can also occasionally distract students from learning in the classroom. Nevertheless, this improves the student s academic achievement in the long run.

Table 2: The Impact of ICT on the Character Development of Faith-Based Secondary School Students in Anambra State

S/N	Item Descriptions	Urban Area=141			Rural Area = 162		
		X	SD	Decision	X	SD	Decision
6	ICT makes available skills for the students to be productive	3.00	.969	Agree	2.78	1.016	Agree
7	The use of ICT exposes the students to nudity	2.84	1.037	Agree	2.96	.989	Agree
8	ICT makes students become drug addicted as they watch influences take drugs	3.04	.989	Agree	2.94	1.077	Agree
9	I use the ICT (social media) to make the students study the Bible verses	3.06	.935	Agree	3.06	.956	Agree
10	The excess use of ICT gives room to criminality luxurious lifestyle	3.00	1.030	Agree	2.94	1.077	Agree
11	ICT makes some students become a prostitute	2.98	1.020	Agree	3.06	.956	Agree
		2.99	0.997	Agree	2.96	1.012	Agree

Table 2 shows the impact of ICT on the character development of faith-based secondary school students in Anambra State. The results showed that the mean scores of the teachers in the urban and rural areas were 2.99 and 2.96, with corresponding standard deviation values of 0.997 and 1.012, respectively. These results signify that ICT impact the students 'character development because ICT (social media) is used to make the students study the Bible verses and makes available skills for the students to be productive. On the other hand, the students that use ICT are exposed to nudity, become addicted to drugs as they watch influences take drugs, and the excess use of it gives room to criminality as they watch celebrities with luxurious lifestyles and make some students become prostitutes. These results indicate that the use of ICT has the potential to impact the character development of students.

Test of Hypotheses

HYPOTHESIS ONE

H₀: There is no significant difference between teachers in rural and urban areas on the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State.

Table 3: T-test comparison of teachers in rural and urban areas on the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State

Variable	No.	X	SD	df	Proba bility	t- Calcu- lation	Crit. Table Value	Sig. (2- tailed)	Deci sion	
Teachers	Urban	141	2.84	1.037	263	0.05	-1.668	4.303	.325	Not Sig.
	Rural	162	2.96	.989						

The results of the test of hypothesis one indicated that the mean score of teachers in an urban area on the significant difference between teachers in rural and urban areas on the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State was 2.84 with a standard deviation of 1.037 while that of the teachers in rural area was 2.96 with a standard deviation of .989. More so, the calculated independent t-test is -1.668 than the critical table value of 4.303. On the other hand, the p-value (.325) was greater than the 0.05 significant level. For these reasons, the null hypothesis was retained, and the alternative hypothesis was not retained. Thus, there is no significant difference between teachers in rural and urban areas on the impact of ICT on the academic achievement of faith-based secondary school students in Anambra State. This implies that there is no difference in the teachers' opinions in the urban and rural areas on the impact ICT can have on the students. This means all the teachers agreed that ICT could affect the academic achievement of faith-based secondary school students.

Hypothesis Two

H₀: There is no significant difference between teachers in rural and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State.

Table 4: T-test comparison of teachers in rural and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State

Variable	No.	X	SD	df	Proba bility	t- Calcu- lation	Crit. Table Value	Sig. (2- tailed)	Decision	
Teachers	Urban	141	2.98	1.020	258	0.05	.246	4.303	.111	Not Sig.
	Rural	162	2.94							

The results of the test of hypothesis two revealed that the mean score of teachers in the urban area on the significant difference between teachers in rural and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State is 2.98 with a standard deviation of 1.020 while that of the teachers in the rural areas is 2.94 with a standard deviation of 1.038. More so, the calculated independent t-test is .246 than the critical table value of 4.303. On the other hand, the p-value (.111) was greater than the 0.05 significant level. On this note, the null hypothesis was retained, and the alternative hypothesis was not retained. Thus, there is no significant difference between teachers in rural and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State. This means that all the teachers have the same opinions that ICT impacts the academic achievement of faith-based secondary school students in Anambra State.

Discussions of Findings

This indicates an objective one that the teachers, in their opinion, agreed that the students become motivated in learning with the use of ICT, improves study engagement, encourages collaborative learning, and enhances my teaching methods for students to understand, and sometimes, distracts the students from learning in the classroom, which at the long run, improve the academic achievement of the students. More so, the test of the hypothesis revealed that there is no difference in the opinions of the teachers in urban and rural areas on the impact of ICT on the students. All the teachers agreed that ICT could affect the academic achievement of faith-based secondary school students in Anambra State. The findings of Arwen and Puspita (2020) attested that ICT ensures the information needed will be faster and easier to access for the benefit of education, innovation in learning is increasingly developing with e-learning innovations that further facilitate the educational process, advances in information and communication technology will also enable the development of classes virtual or teleconference-based class that does not require the educator and students to be in one room, the administration system in an educational institution will be easier and smoother because of the application of information and communication telecommunications systems. Contrarily, Almasi, Machumu, and Zhu (2017) found that although internet uses for educational purposes had improved among secondary school students, most of them used the internet as a social media for chatting and socializing, watching movies and listening to music. Wastage of time, delay in schoolwork submission, poor academic results and school dodging were reported among the effects of internet use among secondary students.

More so, the second objective, ICT, impact the students' character development because ICT (social media) is used to make the students study the Bible verses and makes available skills for the students to be productive. On the other hand, the students that use ICT are exposed to nudity, become addicted to drugs as they watch influences take drugs, and the excess use of it gives room to criminality as they are celebrities with a luxurious lifestyle and make some students become a prostitute. These results indicate that the use of ICT has the potential to impact the character development of students. Accordingly, the test of hypothesis two affirmed that there is no significant difference between the opinions of the teachers in mral and urban areas on the impact of ICT on the character development of faith-based secondary school students in Anambra State. The teachers agreed that ICT impacts the academic achievement of faith-based secondary school students in Anambra State. In affirmation, Nurul, Nor, Aida, Fauziah, and Adi (2022) highlighted how quickly human existence is changing due to the advancement of digital technology. Technology's integration into our lives has created a new digital culture that affects people of all ages. Adolescent technology use has various benefits, including expanded social networks, improved visual reasoning, and virtual courses. In addition, it boosts technical proficiency, self-esteem, and creativity. However, Mobi, Onyenanu, and Ikwueto's (2015) research revealed that ICT can waste valuable learning time, be overused, turn educational activities into games for students, which improves poor academic performance, exposes students to pom websites, and can divert them from their work while they are in class.

Conclusion

Information and communication technology (ICT) impacts students' academic achievement because it motivates students to learn, increases study engagement, promotes collaborative learning, improves teaching strategies for students to understand, and sometimes diverts students from classroom learning. In the long run, this negatively affects students' school achievement. More so, ICT impacts the students' character development because ICT (social media) is used to make the students study the Bible verses and makes available skills for the students to be productive.

Recommendations

Based on the findings of the study, the following recommendations were made;

1. Government should make policies to check the use of ICT facilities in the classroom to avoid abuse.
2. Faith-based school management should install CCTV cameras in classrooms to ensure students do not abuse the use of ICT facilities in classrooms.
3. Teachers should always be encouraged to ensure students do not abuse the use of ICT facilities during classroom lectures.
4. Teachers should encourage the students to stick to their academic pursuits using the ICT facilities to improve their academic achievement and character development.

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