ICT, Learners' Attitude, and Entry Mode as Correlates of the Academic Performance of Social Studies Students in Universities in South-South, Nigeria

Mark Igho Osah, Ph.D.
Department of Social Science Education, Delta State University, Abraka, Nigeria
Email: mosah@delsu.edu.ng

Roseline Osayi Uwaifo, Ph.D.
Department of Social Science Education, Delta State University, Abraka, Nigeria
Email: rouwaifo@delsu.edu.ng

Obro Sunday*, Ph.D.
Department of Social Science Education, Delta State University, Abraka, Nigeria
Email: sobro@delsu.edu.ng
*Corresponding Author

Abstract

The study investigated ICT, learners' attitudes, and entry mode as correlates of the academic performance of social studies students in universities in South-South Nigeria. The study employed a descriptive research design with the ex post facto approach to eliminate the need for manipulation and establish the relationship among the variables. The study sample involved six hundred and seventy-two students. The study utilised a questionnaire as the main instrument to generate data. The data generated from the samples were subjected to descriptive statistics of the mean score for the research questions. Pearson Product-Moment Correlation (PPMC) was employed to test the null hypotheses at an alpha level of 0.05 significance. The result of the study established a association between the utilisation of ICT by direct entry mode students and their performance, a confirmed significant association exists between UTME entry type and Social Studies students' academic performance, and a substantial correlation between learners' attitudes in the employment of ICT by direct entry mode and Social Studies students' performance. It was recommended, among others, that universities should adopt the usage of ICT models such as the computer interactive smart board and mobile phones for instruction, students in universities should maintain a positive attitude towards ICT facilities for their learning, and universities should place emphasis on entry modes of students involving the UTME and direct entry. This is because UTME students are comparable to their counterparts in the direct entry mode in the usage of ICT facilities by Social Studies Education students.

1. Introduction

The application of information and communication technology (ICT) in daily human activities globally is increasing. ICT has significantly influenced virtually all aspects of people's life endeavours (Igah & Uwaifo, 2023). ICT's effects on learners' attitudes in education have become a veritable means for effective learning, particularly in education. The global bearing of ICT on education, training, and knowledge is seen in the fact that most learners are influenced by it. Learners are attracted to using ICT, especially its infrastructures and facilities, for various purposes, including learning and social interactions on available platforms and networks. Mikre (2011) captured this practice by stating that ICT is changing society dynamically, influencing all facets of life. The impacts are particularly evident in educational institutions, as ICT offers both students and educators enhanced opportunities to tailor teaching methods to meet individual requirements, compelling schools to effectively address this technological advancement (Osah, 2022; Uwaifo, Osah & Obro, 2025).

ICT is considered to be a wonder of modern-day society. This is so because facts, ideas, and general knowledge can be processed globally, and most students have taken advantage of them. Students can utilise their forces so that, at the touch of a button on a computer, laptop, desktop, or smartphone, they can send SMS, store, and retrieve information about their learning in various fields of human endeavours, including educational courses including social studies education. The relationship between ICT usage in social studies education is mentioned in the work by Adediran et al. (2015). These authors recommended using and embracing ICT and its applicability in social studies at the secondary school. They believed that ICTs and their e-learning application and strategy would make the social studies pedagogical process meaningful at the upper basic levels.

George's (2019) study linked low academic outcomes of university students to frequent ASSU strikes, disregard, and inadequate funding of Nigerian universities. This frequently results in students lacking self-direction, making it difficult to start learning, manage their time, and study independently. The low or unsatisfactory performance raises the possibility that Nigerian universities are not effectively engaging their students using ICT resources. Uwaifo (2021) also observed that the poor performance of social studies students after the COVID-19 lockdown was basically due to the students' deficiency in ICT gadgets. According to Uwaifo and Dania (2021), students' performance was abysmal despite the seeming closeness in social studies and geography content.

Students' attitudes are also reflected in the mode of entry into a particular program of study in the university, such as social studies. Students are admitted into different course programs of the university through various modes. Various authors have defined entry mode. According to Enemiebra (2017), entry modes are modes of admission through which candidates are offered admission into bachelor's degree programs in the university, Diploma/certificates programs, Colleges of Education, Polytechnics, and other tertiary institutions. It explicitly states a candidate's academic qualifications before being accepted to pursue a programme of choice in tertiary institutions. There are two basic modes of entering into any university program in Nigeria. The mode consists of the Direct Entry mode and the Unified Tertiary Matriculation Examination (UTME) conducted by the Joint Admission and Matriculation Board. Since they start at the 200 level, the category of these students entering the university is direct-entry students.

ICT has a significant influence on the way learners learn in contemporary times. Learning involving ICT could be positive or negative, depending on the learner's attitude. Osah and Ezene (2025) noted that the inherent benefits of ICT tools, such as smartphones, may lead to preferring their phones for idle nonacademic social interaction over academic use. This implies that attitude affects learning. According to Spin (2019), attitude generally is one's disposition or tendency to respond positively or negatively towards a particular idea, object,

person, or situation. He proposed a model of attitude consisting of three components, including affective attitude, behavioural attitude, and cognitive attitude, that measures learners' attitude. Based on this, Uwaifo (2025) posited that various factors can influence students' learning enhancement, and attitude plays a substantial role. Learners are grouped into pessimistic and optimistic attitudes in their learning. The influence of each on the learner directly or indirectly is reflected in their learning outcome and the usage of instructional resources like ICT. Against this background, this study investigated the extent to which ICT, learning attitude, and entry mode variables will determine the performance of Social Studies students in the universities in South-South Nigeria.

2. Theoretical Framework

This study review is hinged on Walberg's (1981) theory bordering on educational productivity. The Walberg theory is appropriate because the researcher studied the use of ICT in enhancing learners' attitudes towards improved learning outcomes in Social Studies. The Walberg theory postulates that applying ICT tools greatly influences education, learners, learning attitude, and university entry mode among students. The variables mentioned earlier have a linear correlation with the outcome of Social Studies learning and academic performance. ICT apparatuses are said to be the modern-day driving force in all spheres of life globally, and education is no exception. Against this backdrop, the researcher adopted the Walberg theory of education productivity as an appropriate theoretical framework for the review of related literature in this study because it has the latent to unveil the importance/advantages of using ICT as a means of instruction to enhance learners' attitude towards the employment of ICT tools for optimal productivity.

3. Literature Review

3.1 ICT in Education and Social Studies Curriculum

ICT usage in education generally and Social Studies, in particular, had become necessary because of the philosophy of education as stated by the FRN (2013), which explicitly states that modern educational methods/techniques shall be progressively used and employed in all stages of education; it shall be structured to develop the practice of self-learning, and that learning activities shall be centered on the learner for maximum self-development and self-fulfillment. All these are inculcated into the learner's "competencies necessary for self-reliance. These lofty ideals of using modern-day learning technologies are present in ICT, especially at the tertiary level. Smartphones and computers have smoothed the learning/teaching process whereby students can source date information in any educational discipline, including Social Studies, with or without the teacher's presence, encouraging self-learning. Thus, Learners are exposed to developing competencies and attitudes necessary for self-reliance and society's overall growth with the employment of ICT.

The usage of technology as a modern educational technique was stated explicitly in the National Policy as an instrument to promote the efficiency of the educational system. The provision of ICT in educational services shall help "enhance teaching and improve the competence of teachers. Teachers are thus equipped in the instructional delivery process through the employment of ICT. It will enable them to source and acquire the latest information in a given course anytime in the classroom, office, or home.

3.2 ICT and Student Academic Performance

Most of these investigations stress the connection between student attitudes toward the learning of Social Studies and learning outcomes. Onwuagboke et al. (2014) investigated "availability, teaching experience, and gender as determinants of ICT utilisation in teaching. The findings indicated that secondary school ICT resources are significantly limited. Eze

(2014) conducted a similar study to examine the extent to which UME, now UTME score, envisaged students' final grades in four departments of the Health Sciences and Technology Faculty at the University of Nigeria. The finding implies no link between UTME scores and students' performance. Hence, the study suggested that there should be less emphasis on students' admission scores in the UTME. The impact of mobile phone usage on student learning was examined in the study by Kuznekoff and Titsworth (2013). The result suggests that the use of mobile phones during lectures causes distraction. Thus, it has implications for the academic performance of students who use mobile phones during lectures.

Umeoduagu (2014) investigation found a noteworthy relationship between NCE performance and B.Sc. Mathematics performance. The study was carried out to evaluate the relationship between students' entry qualification and their achievement in Mathematics. It was observed that the entry qualification of learners may not be unswervingly connected with achievement in the course of study. The chi-square calculation provides a positive correlation, indicating that NCE entry mode enhances some students' performance in test scores when compared with SSCE entry mode in the course of programs in the University of the Study Area. Latorre-Cosculluela et al. (2024) research findings unequivocally demonstrate that ICT is a tool that supports learning tailored to each student's unique needs. Similarly, their perception of their effectiveness in instructional techniques has also been made public. Both have been declared to be signs of a favourable attitude on the part of the teacher towards the use of ICT in the classroom.

Basri et al. (2018) investigated and explored universities' embracing of ICT and its impact on learners' performance. The findings showed a relationship between ICT adaptation and achievement. Igah and Uwaifo (2023) affirm this when they assert that although ICT has significantly impacted learning and academic success, the wrong use of ICT, such as surfing pornographic websites and utilisation of ICT gadgets for examination malpractices, can have terrible consequences on students' performance.

4. Research Objectives

The primary purpose of this work is to ascertain the degree to which learning attitude, ICT, and entry method factors would influence social studies students' academic achievement in South-South Nigerian universities. Specifically, the study:

4.1 Determine the correlations between the use of ICT by direct-entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

4.2 Assessed the use of ICT facilities by UTME entry-mode students and their academic performance in Social Studies at the universities in South-South Nigeria.

4.3 Ascertained the correlates between learners' attitude in using ICT by direct entry mode students and their academic performance in South-South Nigeria.

5. Research Questions

5.1 Are there correlates between using ICT by direct-entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria?

5.2 Are there correlates between the use of ICT facilities by UTME entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria?

5.3 Are there correlates between learners' attitudes in the employment of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria?

6. Hypotheses

6.1 There is no significant correlation between the use of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

6.2 There is no significant correlation between the use of ICT facilities by UTME entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

6.3 There is no significant correlation between learners' attitudes in the employment of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

7. Research Methodology

The study employed a descriptive research design with the ex post facto approach. Saleh (2022) supports using this design because it enables the researcher to describe the characteristics of their study population. The study sample comprises six hundred and seventy-two (672) university students. The study adopted the multi-stage simple random technique involving purposive balloting. All the 300-level students with UTME and direct entry were carefully chosen from three universities as the study sample because they have spent at least 2 years in the school and have been exposed to ICT usage. The study utilised a questionnaire as the main instrument to generate data. It was titled Influence of ICT, Learners' Attitude and Entry Mode on The Social Studies Students Questionnaire Scale (IICTLAEAPSSQ) Academic Performance. It was divided into three main sections: A-C and sub-sections. Section A: Socio-demographic data of the respondents. Section B: This section was subdivided into three (3) main parts. First, I examined ICT knowledge and usage, learners' attitudes toward the use of ICT, and academic performance measures.

The entry mode variable is contained in the demographic section. A 4-point rating scale of Strongly Agree (SA) =4, Agree (A) =3, Disagree =2, Strongly Disagree =1 was adopted to measure participants' responses to this study. A benchmark of 2.50 mean score was adopted, as any mean score less than 2.50 is rated as disagree, while a mean score above 2.50 is rated as agree. The researcher employed the services of three research assistants to distribute the questionnaires, explain where clarification was needed, and collect the same immediately for proper accountability. The validity of the tool was assessed using professional judgement. The instrument's reliability coefficient was established using Cronbach's Alpha, which produced a coefficient of 0.84. The data generated from the samples were subjected to descriptive statistics of mean score calculation and standard deviation, which apply to the research questions. The Pearson Product-Moment Correlation (PPMC) was employed to test the null hypotheses at an alpha level of 0.05 significance.

8. Research Results

RQ 1: Is there a connection between direct-entry-mode students' use of ICT and their academic performance in Social Studies at the university in South-South, Nigeria?

Table 1: Mean on the usage of ICT by students of the direct entry mode and their academic performance in social studies at the university

S/N	Items on ICT use by students	N	Mean	SD	Decision
1.	CD Rom	109	2.28	1.17	Rejected
2.	Overhead Projector	109	2.45	1.19	Rejected
3.	Digital Camera	109	2.34	1.19	Rejected
4.	Computer set, laptop/director	109	2.57	1.14	Accepted
5.	Interactive Whiteboard	109	2.93	1.12	Accepted
6.	Internet Services	109	2.71	1.12	Accepted
7.	Telephone (Landline)	109	2.18	1.16	Rejected
8.	Fax Machine	109	1.98	1.02	Rejected
9.	Scanning machine	109	2.14	1.09	Rejected
10.	Radio Set	109	2.34	1.09	Rejected

S/N	Items on ICT use by students	N	Mean	SD	Decision
11.	Mobile phone (Smartphone) (Android phone)	109	2.98	1.03	Accepted
12.	Television set (DSTV Stations)	109	2.42	1.23	Rejected
13.	Film trip	109	2.29	1.19	Rejected
	Grand Mean Total		**2.43**	**1.13**	**Rejected**

The data analysis in Table 1 showed the respondents' mean rating and standard deviation (109) on using ICT by students of the direct entry mode variable and academic performance in Social Studies at the university level. The result of the study showed that the mean rating for items 4 (computer set, laptop/desktop), 5 (interactive whiteboard), 6 (Internet services), and item 11 (mobile phones) are within the range of mean 2.50 set as the criterion for acceptance. It indicates that students who came to the university through the direct mode employ the listed ICT items in their educational studies. This implies that the items enhance the student's academic performance. It also means that these undergraduates are familiar with the use of computers at mean =2.57 and SD =1.14, interactive whiteboard with a mean of 2.93 and SD of 1.12, Internet services at a mean of 2.71 and SD of 1.12 and the use of the mobile phone for education purpose at mean 2.98 and SD at 1.03. However, all other items that are 1(CD ROM), 2(Overhead projector), 3(Digital camera), 7 (Telephone), 8(fax machine), 9(scanning machine), 10 (Radio sets), 12 (Television sets – DSTV stations) received a response that was below 2.50 mean. This implies that using those items does not contribute to the performance of social studies students in universities. This means that most of the ICT items are not used by most undergraduates in learning social studies at the university level. This result implies that students use 4 of the 13 items the most. Therefore, there is no correlation between the ICT (computer, internet, interactive whiteboard, and mobile phones) used by direct entry mode students and their academic performance in Social Studies Education.

RQ 2: Is there a connection between the use of ICT facilities by UTME entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria?

Table 2: Mean for students' entry mode by UTME use of ICT facilities and Academic Performance in social studies at the university.

S/N	ICT Item Variable	N	Mean ($\bar{x}$)	SD	Decision
1.	CD Rom	360	3.57	0.87	Accepted
2.	Overhead Projector	360	3.15	1.15	Accepted
3.	Digital Camera	360	3.27	0.09	Accepted
4.	Computer set, laptop/director	360	3.14	1.01	Accepted
5.	Interactive whiteboard	360	3.91	1.08	Accepted
6.	Internet Services	360	3.76	1.03	Accepted
7.	Telephone (Landline)	360	3.53	1.05	Accepted
8.	Fax Machine	360	2.31	1.03	Rejected
9.	Scanning machine	360	2.19	0.99	Rejected
10.	Radio Set	360	2.03	0.98	Rejected
11.	Mobile phone (Smartphone) (Android phone)	360	1.90	0.96	Rejected
12.	Television set (DSTV Stations)	360	1.75	0.93	Rejected
13.	Film trip	360	1.60	0.92	Rejected
	Grand Mean Total		**2.55**	**0.93**	**Accepted**

Table 2 is interpreted as follows, where the calculated mean ($\bar{x}$) and standard deviation (SD) by respondents on entry mode by UTME students use of ICT facilities revealed a mean rating for items 1 (CD ROM), 2 (Overhead projector), 3 (digital camera), 4 (Computer set/Laptop/ desktop), 5 (Interactive whiteboard), 6(Internet services) and 7(Telephone/landline) are 2.50 and above which is the acceptance region. However, items 8(fax machine), 9 (scanning machine), 10(radio sets), 11 (Mobile phones), 12 (Television set), and 13 (Film strip) had a mean ($\bar{x}$) rating of below 2.50, which is below the benchmark for acceptance. This showed that items 1,2,3,4,5,6, and 7 are accepted while items 8, 9,10,11,12, and 13 are rejected on a grand mean of 2.55 with a standard deviation of 0.93. This result affirms a strong correlation between the use of ICT facilities by students who entered the university through UTME and academic performance in social studies, culminating in academic success.

RQ 3: Is there a connection between learners' attitudes in the employment of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria?

Table 3: Analysis of Mean and Standard Deviation of Learners' Attitude in the use of ICT by direct entry mode and their academic performance in social studies at the university.

S/N	Items on Learners' Attitude Measure and ICT Use	N	Mean	SD	Decision
1.	Social Studies learning with the use of ICT exposes students to cherish values in society	109	3.81	0.39	Accepted
2.	Diligent students who make use of ICT are likely to be more successful than their counterparts with lousy attitudes toward their studies and ICT usage	109	3.65	0.71	Accepted
3.	Students' interest in ICT has a great impact on their academic performance	109	3.71	0.52	Accepted
4.	Most students' passion for social studies has increased due to the availability of ICT gadgets for learning.	109	3.33	0.68	Accepted
5.	Lack of concentration affects students' learning	109	3.55	0.66	Accepted
6.	Most teachers consider a good student to be eager to learn	109	3.19	0.76	Accepted
7.	Students perceive social studies learning as a female discipline	109	2.60	0.91	Accepted
8.	Many students feel that there are no suitable job prospects in social studies learning	109	2.82	0.86	Accepted
9.	Social trends taught in social studies motivate students to learn	109	3.05	0.77	Accepted
10.	Students love the manipulation of ICT and influence their technological learning behaviour	109	2.75	1.06	Accepted
	Grand Mean Total		**3.25**	**0.73**	**Accepted**

Table 3, where the variable data were presented, showed that the mean rating and standard deviation statistically measure the learners' attitude in using ICT by direct entry mode students in Social Studies education received positive responses. The results from the analysis in the table show that all the items are accepted- the 10 items received opinion responses with a mean of 2.50 and above, the benchmark for acceptance. The table also showed the grand

mean of 3.25 with a standard deviation of 0.73. This result implies that participants agreed that Social Studies learning exposes students to cherish values in society this is achievable through the employment of ICT gargets, diligent students are more successful in their academic performance in social studies with the use of ICT in their studies, students' interest in the use of ICT has a significant impact on their performance, ICT use has created for most social studies students the passion towards social studies learning, Students have learnt that lack of concentration in the use of ICT for education purpose affect students learning, teacher accept the fact that good students are eager to use ICT for their learning, It was accepted that students perceived social studies education as female discipline because they are more prone to ICT use for social studies education, Many students feel that there is no suitable job prospect for social studies graduates without the knowledge and skills in the use of ICT, Social trends taught in social studies motivate students to use ICT in their learning and education, Students' love for manipulation of ICT gadgets influences their technological learning behaviour and academic performance. Thus, a massive correlation exists between learners' attitudes toward the employment of ICT by direct entry mode, resulting in improved academic performance.

9. Hypothesis Testing

Hypothesis 1. There is no significant relationship between the use of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

Table 4: Analysis of Pearson r on the employment of ICT by direct entry type students and their academic performance in social studies at the university.

Variables	N	$\bar{x}$	SD	Df	Pearson r	P-value
ICT use by students of the direct-entry type	109	66.54	37.47	107	.235	.093
Academic Performance	109	71.12	13.39			

Results in Table 4 showed a Pearson r-value of .235 and a p-value of .093. The significance test was done at an alpha of .05. The p-value was larger than the alpha level. Consequently, the hypothesis that there is no noteworthy relationship between the employment of ICT by direct-entry-type students and their academic performance in Social Studies at the university is rejected. This means that a linear relationship exists between variables. The implication is that ICT influences learners' scholastic performance in Social Studies test scores. Thus, the study found that students' use of ICT facilities enhances their learning and improves performance.

Hypothesis 2: There is no significant relationship between the use of ICT facilities by UTME entry-mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

Table 5: Pearson r on UTME mode students and academic performance in Social Studies at the university.

Variables	N	$\bar{x}$	SD	Df	Pearson r	P-value
UTME mode entry students	360	23.87	22.89	358	.153	.278
Academic Performance	360	71.65	13.09			

Table 5 shows that the UTME entry mode of students had a mean of 23.87 with a standard deviation of 22.89 and an academic performance mean of 71.65. The table also showed a Pearson r-value of .153 and a p-value of .278. The test was performed at an alpha of

.05, and the p-value was larger than the alpha level. For that reason, the hypothesis was accepted. This revealed a significant relationship between UTME entry type and university students' scholarly performance in Social Studies Education. The result has shown that the use of ICT by students in learning social studies relates to better performance in their test scores.

Hypothesis 3: There is no significant relationship between learners' attitudes in the employment of ICT by direct entry mode students and their academic performance in Social Studies at the university in South-South, Nigeria.

Table 6: Analysis of Pearson r on learners' attitude in the employment of ICT by direct entry type and their academic performance of social studies at the university.

Variables	N	$\overline{x}$	SD	Df	Pearson r	P-value
ICT use by direct-mode students	109	88.39	7.18	107	.894	.022
Academic Performance	109	74.68	12.33			

Table 6 shows that learners' attitudes in the usage of ICT by direct entry type students had a mean of 88.39 with a standard deviation of 7.18, and academic performance with a mean of 74.68 with a standard deviation of 12.33. The table also shows a Pearson r value of .894 and a p-value of .022. When testing at an alpha level of .05, the p-value is less than the alpha level; hence, the hypothesis is rejected. This means a significant relationship exists between learners' attitudes in the usage of ICT by direct entry students and their performance in university Social Studies. The result established that a positive attitude towards the usage of ICT for social studies would yield improved educational performance among Social Studies students.

10. Discussion
10.1 ICT Use by Direct Entry Mode Students

The finding from this section indicates a significant correlation between the usage of ICT by students of the direct entry type and their educational performance in Social Studies at the university. The findings suggested that using ICT facilities for learning Social Studies impacted the learners' educational performance. The study by Ashikuzzaman (2014) and Igah and Uwaifo (2023) found that ICT promotes academic performance when students devote their time to educational purposes. Also, based on the association of ICT with every sphere of life, including the educational sector, ICT has become a veritable tool for curriculum implementation. In agreement with the investigation's findings, Kumiki (2010) established that the increase in the usage of ICT in learning has a significant and positive impact on student achievement. He found that learners continuously exposed to ICT usage have better knowledge presentation skills and innovative capabilities. They are ready to put more effort into learning than their counterparts not exposed to ICT usage. This is due to a lack of finance (Uwaifo, 2021). However, the study by Adhereveno (2009) could not establish a correlation between students' entry mode and educational performance using Delta State University undergraduates for the investigation. The result revealed no significant relationship exists between the university entry type and students' performance. Thus, the study holds that ways of entry into a university course/programme do not account for learners' educational performance in social studies education.

10.2 ICT Use by Students of UTME Entry Mode

The test outcome on this variable discovered a noteworthy correlation between ICT use by students of UTME entry mode and scholastic performance. The result indicates that students' ICT usage in social studies learning results in better performance in their test scores.

Yusuf et al. (2013) affirmed this finding as the result of their research, which revealed that the world has moved to a digital mode and that ICT usage in education has become a significant factor that will continue to be more relevant. This finding suggests that when ICT facilities are used, they can positively influence students' learning. The result was also sustained in the investigation conducted by Nnanna et al. (2017) in Anambra State involving teachers' employment of ICT facilities to teach their students. The survey's upshot found that using ICT facilities to teach and learn enhanced learners' interest and academic performance. The study also discovered that using ICT facilities has a meaningful and positive impact on the learners' educational performance. The following implications were found: ICT use increases active participation of students; leads to students' proper grasp of subject content; clarification of points and in-depth knowledge of the subject content; makes teaching effective and aids students in easily retaining knowledge. Consequently, it is highly recommended that Social Studies teachers incorporate ICT models to facilitate instruction in the classroom. This will increase the adaptation of the ICT menu in students' learning of the subject.

This negative influence of ICT use by students has to be controlled by both the parents and the school management so that they can concentrate on the positive use of ICT for educational purposes. In contrast to the negative tendencies found in the usage of ICT by secondary students, Onyia (2013) found that ICT impacts university students' performance and studies to a great extent. Thus, corroborating this study's use of ICT for educational study, especially for social studies students in the university, is worthwhile.

10.3 Learners' attitude toward the Usage of ICT in Social Studies at the university

The test of significance carried out on this variable found a significant relationship between learners' attitudes in the usage of ICT by direct-entry-type students and their performance in social studies at the university. The result has a positive relationship because direct entry learners show a positive attitude towards the usage of ICT for social studies education. It also found that the positive attitude demonstrated by the students yielded an improved performance among the sampled participants. The finding aligned with several authors who have found the usage of ICT to promote educational performance among students. Kaur (2012) supported the findings of the investigation. He found that ICT is influential in tertiary education because it is a major phenomenon influencing the attitude of learners. He discovered that print media, radio, telephone, mobile phones, television, overhead projector, computers, Internet services, and other ICT facilities such as social media platforms impact the learner's attitude for a positive result in the educational test scores. Ibode (2017) agreed with the result drawn from the investigation. His study revealed that students have a positive attitude towards computers, key ICT facilities for teaching and learning social studies. The result of this study also agrees with Olafare et al. (2017), who conducted a cross-sectional survey on lecturers' attitudes and proficiency in ICT use and found a positive attitude towards the usage of ICT. The finding by Obiegbu (2016) does not agree with the result. She found that students believed that ICT should be employed only for science majors. Thus, this negative attitude affects students' usage of ICT for their learning in other subjects, including English and social studies. The implication is that the usage of ICT would be discouraged for course facilitation. This is despite its advantage in simplifying instruction and a wide range of coverage of studies when ICT was engaged in the classroom.

11. Conclusion

The study examined the correlation between ICT, learners' attitudes, and entry mode on the academic performance of Social Studies students in universities in South-South Nigeria. The study concludes that there is a relationship between the usage of ICT by direct entry mode and undergraduate academic performance in university Social Studies Education. The study

further established a relationship between the UTME entry-mode students and their academic performance in Social Studies at the university. Finally, the study established a positive relationship between learners' attitudes in using ICT by direct entry mode and their academic performance in Social Studies at the university.

This study implies that the university authorities should provide the necessary ICT facilities in the schools. Students should constantly use these facilities to enhance their academic endeavours. Additionally, students should develop a positive attitude towards the use of ICT facilities.

12. Recommendations

12.1 Universities should adopt ICT models such as computers with Internet connection, interactive whiteboards, and smart mobile phones for instruction in the classroom.

12.2 Students in universities' Social Studies Education should maintain a positive attitude to utilise relevant ICT facilities. A positive attitude towards applying ICT facilities for learning can enhance learners' improved educational performance in the subject area.

12.3 Universities should emphasise entry modes for students involving the UTME and direct entry. This is because UTME students are comparable to their counterparts in direct entry mode in the usage of ICT facilities in the education of Social Studies Education in the area under review.

12.4 As a matter of priority, the federal and state governments should put in place the operational budget to provide these ICT facilities as a deliberate attempt to improve the standard of education.

References

Adediran, A. A., Fayemi, J. A., & Adebayor, Y. A. (2015). The adoption of e-learning to the study of social studies at the secondary school levels in Nigeria. *Asia Pacific Journal of Contemporary Education and Communication Technology, 1*(1), 1-7. Afolabi, A. O., Mabayoje, V. O., Togun, V. A., Oyedeyi, A. S., & Raji, Y. (2007). The effect of mode of entry into medical school on performance in the first two years. *Journal of Medical Sciences*, *7*, 1021-1026.

Ashikuzzaman, M. D. (2014). *ICT: concept and definition.* https://lisbnet.com.

Babatunde, A.E., Chukwuemella, E. J., Abdulrahim, M., & Adai, S. I. (2019). Academic achievement of direct-entry & non direct entry (Pre-NCE) science students in Niger state college of education, Minna Nigeria: Implications for educational administrators. *International Journal of Innovative Research and Development, 8*(6), 103-109.

Basri, W. S., Alandejani, J. A., & Almadani, F. M. (2018). ICT adoption impact on students' academic performance: Evidence from Saudi universities. *Education Research International,* (1), 1-9.

Doyle, B. (2011). Prior knowledge affects your learning. https://times-new.com.

Edinyang, S. D., & Ubi, I. E. (2007). Attitude as a factor in the academic achievement of social studies students in Cross River State. *Nigeria journal of vocational teacher education, 7* (1), 55-61.

Emaikwu, S. O. (2012). Assessment of the impact of students' mode of admission into university and their academic achievement in Nigeria. *International Journal of Academic Research in Progressive Education and Development*, *1*(3), 151-164.

Eze, E. C. (2014). University matriculation examination as a predictor of students' final grades in the faculty of health sciences and technology of university of Nigeria, Nsukka. *Unpublished Master Thesis, University of Nigeria*. unn.edu.ng.

Farounbi, A. I. (2014). Effect of the mode of admission on the performance of NCE biology students in Osun State College of education, Ila, Orangun. *International Journal of Science and Technology, 3*(3), 94-105.

Federal Republic of Nigeria (2013). *National policy on education* 6 ed. NERDC press.

George, G. K. (2019). Information and communication technology use and academic achievement in tertiary institutions. *Information Technology for Development, 25*(6), 715-732.

Ibode, O. F. (2017). Attitude of students towards the use of computers in education. *Nigeria Journal of Computer Literacy* (NJCL), 12(1), 19-27.

Ifunanya, M. M., Ifeanyichukwu, U. O., & Oliver, C. K. (2015). A study of the negative influence of ICT on secondary school students in Nigeria. *American Academic and Scholarly Research Journal, 7*(5), 136-142.

Igah, O, J & Uwaifo, R, O. (2023) Influence of information and communication and technology on education among secondary school students in Ethiope East Local Government Area , Delta State, Nigeria. *Benue State University Journal of* Education, 23(3), 71-79.

Kaur, S. (2012). Attitude of students towards use of ICT in higher education. *International Journal of Computer Science and Technology, 3*(4), 194-196.

Kumiko, A. (2010). The use of ICT and e-learning in higher education in Japan". World academy of science, engineering, technology. *International Journal of Education and Pedagogical Sciences, 4*(6), 986-990.

Latorre-Cosculluela, C., Sierra-Sánchez, V., Rivera-Torres. P., & Liesa-Orús, M. (2024). ICT efficacy and response to different needs in university classrooms: effects on attitudes and active behaviour towards technology. *Journal of Computing in Higher Education*. 36, 350–367.

Lawal, T., E. (2014). Comparative study of academic performance of UME and direct entry students at graduation in science education section of Ahmadu Bello University Zaria, Nigeria. *International Journal of Educational Science and Research (IJESR), 4*(1), 63-68.

Mikre, F. (2011). The roles of information communication technologies in education. Review article with emphasis to the computer and internet. *Ethiopian Journal of Education and Science, 6*(2), 1-10.

Obiegbu, I. R. (2016). Attitude of students/teachers to the use of information communication technology (ICT) in the teaching of English language in senior secondary schools in Awka, Nigeria. *International Journal of Advanced Research (IJAR), 4*(8), 1639-1649.

Okogu, J. (2014). Attitude of junior secondary school students towards the learning of social studies in developing culture. *Journal of Sociology, Psychology and Anthropology in Practice, 6*(1), 12-20.

Olafare, F. O., Lawrence, O. A., & Fakorede, S. O. A. (2017). Colleges of education lecturers attitude towards the use of information and communication technology in Nigeria. *Malaysian Online Journal of Educational Sciences*, *5*(4), 1-12.

Onwuagboke, B. C., Singh, T. K., & Fook, E. S. (2015). Need for ICT integration for effective instructional delivery in Nigeria College of education. *Journal of Education and Practice 6*(3), 51-56.

Onyia, M. N. (2013). The impact of ICT on university students' academic studies. *Journal of Educational and Social Research*, *3*(8), 105-109.

Osah, M. I. (2022). Digital application of social studies instruction- A new vision. *Journal of African Social Studies, 3*(2), 45-59.

Osah, M. I., & Ezene, S., (2025). Educational strategies for higher education students leveraging digitalisation to build a resilient future. DELSU Journal of Educational Research and Development (DJERD), *22*(1) 324-336.

Oxford Learning Centres (2019). *Should Cell phone in the classroom: Learning tool or distraction*. https://oxfordlearning.com.

Saleh, Z. (2022). What is an ex-post facto design? www.study.com

Spin, D. (2019). Attitude: Meaning, concept and formation/psychology. www.psychology discussion.net

Ughamadu, K. A. (1998). E*ducational technology: Concepts, principles and applications*. Nigeria: Kmensuo Educational Publishers.

Uwaifo, R. O. (2021). Comparative analysis of JSS social studies students academic performance before and after COVID-19 lockdown in Delta State. *Journal of Perspectives in Gender Development, 2*(1), 197-204.

Uwaifo, R. O., & Dania, P. O. (2021). The effect of combination of geography and economics with social studies on the performance of graduates of social studies in Colleges of Education, Delta State. *African journal of Studies in Education*, *16*(1), 65-74.

Uwaifo, R. O. (2025). Influence of reading habit on learning enhancement of post-primary students' in Ikpoba-Okha local government area, Edo State. *EKSU Journal of Education, 12*(1), 175-190.

Uwaifo, R. O., Osah, M. I., & Obro, S. (2025). Computer-aided instruction on social studies student's achievement and retention. *Journal of Education and Learning* (EduLearn), *19*(3), 1533-1540.

Walberg, H.J. (1981). *Theory of educational productivity*: https://google.com.

Yusuf, M. A., Afolabi, F. O., & Loto, A. B. (2013). Appraising the role of information communication technology (ICT) as a change agent for higher education in Nigeria: *International Administrative and Policy Studies, 5*(8), 117-183.