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Internet Use and Learning Behaviours of Senior Secondary School Students in a Local Government Area of Delta State, Nigeria

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Abstract

The purpose of this study is to investigate Internet use as a factor influencing learning behaviours (Competence Motivation, Attitude towards learning, Attention / Persistence on learning and Strategy to learning) of Senior Secondary School students in Sapele Local Government Area, Delta State, Nigeria. Three relevant objectives were set. Data were collected by means of questionnaires administered to 415 participants from among senior secondary school students using stratified random sampling. Descriptive statistics and inferential statistics with the aid of Statistical Package for Social Sciences (SPSS) were employed. Data were presented using frequency distribution, percentages, mean, standard deviation, regression and correlation analysis. Findings revealed that senior secondary school students use the internet majorly for their school work and homework ($\bar{x} = 3.40$, $sd = 0.85$), and to read book online ($\bar{x} = 3.20$, $sd = 0.98$). Respondents use the internet to chat on a weekly basis ($\bar{x} = 3.70$, $sd = 1.50$) and for school work and homework ($\bar{x} = 4.03$, $sd = 1.27$). Respondents have a positive learning behaviours. Learning behaviours is relatively influenced by internet use ($\beta = 0.116$, $p < .05$). There is a significant relationship between internet use and learning behaviours ($r = .194$, $p < .05$). The study recommends the need for school management to invest more in activities that will enhance internet use of students in schools. The school should invest in acquiring internet equipment and information and communication technologies. These technologies will be geared towards the learning of students and will in turn boost the learning behaviours of students.

Keywords: Learning behaviours, Internet use, Senior secondary school, Senior secondary school students

Introduction

In this age of information, it is no longer news that the Nigerian educational system which is overseen by the Ministry of Education operates the 6-3-3-4 system that is 6 years of primary school, 3 years of junior secondary, 3 years of senior secondary and 4 years of tertiary education. However, within the context of this study, senior secondary schools are learning institutions that students are required to undertake after the junior secondary school and before gaining admission into a tertiary institution. The senior secondary school runs for duration of 3 years, the students in senior secondary schools usually fall between the age ranges of 14 – 18. Learning behaviours therefore, refers to the strategies or processes that senior secondary school students involve in acquiring new or modifying existing information, knowledge, and behaviour. Learning

behaviours includes student's attitude, choice, his/her efforts in learning and how he/she relates to the people that make up the school community (Rogel, 2012). Learning behaviours is establishing one's positive relationship across the elements of self, others and the curriculum (Northern Centre for Learning behaviours, 2015).

The usefulness of the Internet cannot be overemphasized and could do senior secondary students a whole lot of good if a way could be found to tap into the unlimited resources found on the Internet and will in the end influence their learning behaviours. Judd and Kennedy (2010) revealed that the Internet plays a very important role in the academic lives of secondary students, since it is fast, reliable and accessible 24 hours a day, the use of the Internet also saves time and enhances the performance of secondary school students since there are a lot of scholarly materials available to use by secondary school students.

According to Internet World Statistics (2012), there were 45,039,711 Internet users in Nigeria. The IWS reports further explained that most of Nigerian Internet users are concentrated in big cities. All the 36 state capitals and the FCT have one degree of Internet connectivity or the other. In another study of Internet usage in Owerri, Nigeria the highest percentage of Internet users were (56.25%) aged 20 – 29 years, 15% of them fall between 30 - 39 years of age while 12.5% fall within the age group of 10 - 19 years (Amaeshi, Ayanwu and Oparaku, 2014). Along the same line, in Nigeria, students use of Internet was revealed to include for knowledge improvement, search for materials needed for assignments and for research works (Anunobi, 2016). Slone (2013) observed that 50% of 13 - 17 years' age group in America use Internet for recreational goals while the remaining 50% use it for educational purposes.

A number of researchers have conducted research on the impact of technology and its usage on academic achievement. According to a study Jeffrey, et al. (2015) it was found that the students who are constantly using mobile phones are outperformed by students who abstain from that. The study also concluded that frequent messaging which were not related to class content interferes with student learning while in class. Another study, Junco (2012) conducted in the same area found out that the time spent on Facebook was strongly and significantly related to overall GPA while only weakly related to time spent preparing for class. It was found that the students multitasking with collection of multimedia technologies were linked with lower grades on tests compared to students who don't multitask (Saraswathi et al., 2015). Nor, Nambiar, Ismail, and Adam (2018) studied the effect of redesigned classroom on secondary students' learning behaviours, the findings revealed that the classrooms allow students to enjoy more learner centred activities with easy access to technology and learning is more individualized. Having access to materials online allowed students to view them as many times as they wanted to help internalize their understanding. Students are also encouraged to be self-directed and practice self-learning by discussing and sharing ideas with one another which helped build their confidence. Students reported developing better information skills, communication skills, negotiation skills and other 21st century skills. The redesigned classrooms provide a safe environment for better peer interaction and participation in learning among students. It is clear that students are comfortable to engage in better learning and understanding in the redesigned classroom with improved levels of motivation and interest. Learning brings about progressive change in the behaviour of an individual. This change could be either negative or positive. However, no matter the direction of the change it is true that learning brings a progressive change in the behaviour of an individual. Learning as a process that brings relatively permanent

changes in the behaviour of a learner through experience or practice. Learning is not absolutely permanent since the habits we pick up, the interest we develop, the skills we acquire, the knowledge we gain as a result of learning at different occasions can be unlearned, modified or replaced by some other set of differently acquired behaviour (Mangal and Mangal, 2011).

Nadhirin (2019) carried out a study on values based superior students' learning behaviours found out that behavioral typology and high school student learning attitudes are responsive stimuli. Tokan, and Imakulata (2019) in a study to determine the direct effect of intrinsic and extrinsic motivation on learning behaviours; the direct effect of intrinsic and extrinsic motivation and learning behavioural on learning achievement; the indirect effect of intrinsic and extrinsic motivation from learned behaviour to learning achievement; and the influence of intrinsic and extrinsic motivation and learning behaviours on the learning achievement of the biology education department students of FKIP. Stevens (2018) examined the conditions under which individuals are likely to engage with other participants in learning activities during collaborative processes of innovation in the public sector.

Attitude are formed by students as a result of some kinds of learning experience if the experience is favourable a positive attitude is found and vice versa (Orunaboka, 2011). The attitude students hold can frequently influence the way they act in person and larger situation. However, the attitude does not stay the same. It changes in the couple of time and gradually (Olasheinde and Olatoye, 2014).

Globally, technology is changing the way educators teach and students seek information and learn, therefore policy makers, school administrators, and even these senior secondary school students themselves need to understand what can be achieved by utilising the myriads of information found on the Internet. Information is now just a click or finger touch away from the student. The world is making a shift from traditional classrooms to virtual classrooms as well to improve the learning behaviours of students. Despite the benefits of a good learning behaviours to senior secondary school students, studies have been conducted to investigate learning behaviours across various populations and found that not all students have a good learning behaviours. Most students do not show interest in using the Internet as a means to reading books, magazines and journals, and other information resources that will improve their learning behaviours and in turn influence their academic achievement. When the information behaviour of students is high, they would have the knowledge that the Internet can be used to better their learning behaviours. It is on this note that this study is set to investigate internet use as a factor influencing learning behaviours among senior secondary school students in Sapele Local Government Area, Delta State.

Objectives of the study

The main objective of this research is to investigate Internet use as factors influencing learning behaviours of Senior Secondary School students in Sapele Local Government Area, Delta State. The specific objectives are to;

- i. explore the purpose of Internet use of senior secondary school students;
 - ii. identify the frequency of use of the Internet by senior secondary school students;
- and

- iii. examine the relationship of Internet use and learning behaviours of senior secondary school students.
- iv. To establish levels of learning behaviours (Competence Motivation, Attitude towards learning, Attention / Persistence on learning and Strategy to learning) among senior secondary school students.
- v. What are the levels of learning behaviors (To establish patterns of learning behaviours (Competence Motivation, Attitude towards learning, Attention / Persistence on learning and Strategy to learning) of senior secondary school students in Sapele Local Government Area of Delta State?

Research questions

To address the research objectives, this study seeks to proffer answers to the following:

1. What is the purpose of the Internet use of senior secondary school students?
2. What is the frequency of the Internet use of senior secondary school students?

Hypothesis

The following null hypothesis will be tested at $p < 0.05$ level of significance:

- i There is no significant relationship between Internet use and learning behaviours of Senior Secondary School students.

Methodology

The descriptive survey research design of the correlational type was adopted for this study. The population of the study consists of senior secondary school students in Sapele, Delta State. The data obtained from the Ministry of Basic and Secondary Education, Sapele revealed that there are 16 senior secondary schools in the local government with a population of seven thousand, nine hundred and twenty-two (7,922) students in sixteen secondary schools based on the data obtained from the Ministry of Basic and Secondary Education, Sapele in 2019. The stratified random sampling technique was used for this study. The probability proportionate to size method was adopted through the use of 10% fraction. Therefore, since the population is large enough, 10% of the population is considered large enough as sample size for the study. The sample size is therefore 439.

The research instrument used to collect quantitative data for this study was a questionnaire. The questionnaire was self-developed based on findings from the literature review while recognition of information need and information use was adapted from Okiki (2015), Section E of the questionnaire which was developed by Erickson, Soukup, Noonan and McGurn (2015) which is titled "Self-Regulation Questionnaire" was adapted to measure the learning behaviours of students. The instrument was validated and the reliability test was done using thirty (30) copies of the questionnaire in Abadina College, a secondary school outside of the selected ones. The

Cronbach's alpha test method was used to determine the internal consistency of the instrument. The results of the pre-test showed that the instrument employed for the research work is reliable. One of the researchers visited and administered the questionnaires to the students in their classrooms on a hand-to-hand basis. The data collection lasted a period of two weeks. The number of questionnaire administered was 439 and 415 were returned. The return rate was 95 percent. The data was collated and analysed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation for the three research questions while the two hypotheses was tested using Pearson Product Moment Correlation method. The Software Package for Social Sciences (SPSS) was used for computing and analysing the data generated from the study.

Results

The results are hereby presented with robust discussion.

Table 1: Socio-demographic characteristics of respondents (students)

Socio-demographic Variable	Category	Frequency	Percentage (%)
School	Chude Girls Model Secondary School	44	10.6
	Ethiophe Mixed Secondary School	39	9.4
	Gana Mixed Secondary School	16	3.9
	Okotie-Eboh Grammar School	31	7.5
	Okpe Grammar School	11	2.7
	Orodje Secondary School	56	13.5
	Sapele Technical College	37	8.9
	Ufuoma Mixed Secondary School	79	19.0
	Urhiapele Mixed Secondary School	31	7.5
Zik Secondary School	71	17.1	
Gender	Male	179	43.1
	Female	236	53.9
Age Range	14 and below	19	4.6
	15 – 17	322	77.6
	18 and above	74	17.8
Class	S.S.S.2	229	55.2
	S.S.S.3	186	44.8
Total		415	100%

In Table 1, the socio-demographic characteristics of respondents are presented. From the study, data revealed that 44 (10.6%) respondents are from Chude Girls Model Secondary School, 39 (9.4%) respondents are from Ethiope Mixed Secondary School, 56 (13.5%) respondents are from Orodje Secondary School, 37 (8.9%) respondents are from Sapele Technical Collgege, 79 (19.0%) respondents are from Ufuoma Mixed Secondary School, while 71 (17.1%) respondents are from Zik Secondary School. There are 179 (43.1%) male respondents, while there are 236 (53.9%) female respondents. Nineteen (19) (4.6%) respondents are age 14 and below, 322 (77.6%) respondents are in the age range 15 – 17, while 74 (17.8%) respondents are age 18 and above. Two hundred and twenty-nine (229) (55.2%) respondents are in S.S.S.2 class, while 186 (44.8%) respondents are in S.S.S.3class.

From this information, it can be inferred that majority of respondents are from Ufuoma Mixed Secondary School in Sapele Local Government, Delta State. The study also showed that the population is female dominated with females having 53.9% of the whole respondents. The dominated age range in the population is 15–17, while the dominated class is S.S.2.

Answers to Research Questions

Research Question 1: What is the purpose of the Internet use of senior secondary school students in Sapele Local Government Area?

This research question seeks to discover the purpose of the Internet use of senior secondary school students. Results are presented in Table 2.

Table 2: Purpose of internet use by senior secondary school students

Items	Strongly Disagree	Disagree	Agree	Strongly Agree	Mean	SD
I use the Internet:						
to check my email.	68 (16.4%)	80 (19.3%)	124 (29.9%)	143 (34.5%)	2.82	1.08
for social media (for example Facebook messenger, WhatsApp).	53 (12.8%)	57 (13.7%)	122 (29.4%)	183 (44.1%)	3.05	1.04
for Newsgroups/Blogs (Nairaland, Twitter).	84 (20.2%)	106 (25.5%)	137 (33.0%)	88 (21.2%)	2.55	1.04
for random surfing.	107 (25.8%)	123 (29.6%)	121 (29.2%)	64 (15.4%)	2.34	1.05
for downloading (for example pictures, games, music, videos).	51 (12.3%)	60 (14.5%)	108 (26.0%)	196 (47.2%)	3.08	1.05
to study for my school work and homework	23 (5.5%)	32 (7.7%)	114 (27.5%)	246 (59.3%)	3.40	0.85
to watch videos online	68 (16.4%)	72 (17.3%)	138 (33.3%)	137 (33.0%)	2.83	1.06

to listen to music online	82 (19.8%)	84 (20.2%)	125 (30.1%)	124 (29.9%)	2.70	1.1 0
to read books online	38 (9.2%)	51 (12.3%)	114 (27.5%)	212 (51.1%)	3.20	0.9 8
to play games	94 (22.7%)	91 (21.9%)	120 (28.9%)	110 (26.5%)	2.59	1.1 1

Respondents were asked what they use the internet for. One hundred and forty-three (34.5%) and 124 (29.9%) respondents use the internet to check their emails, 183 (44.1%) and 122 (29.4%) respondents use the internet for social media, 137 (33.0%) and 88 (21.2%) respondents use it for newsgroups or blogs, 196 (47.2%) and 108 (26.0%) respondents use it for downloading while 246 (59.3%) and 114 (27.5%) respondents use the internet to study for their school work and homework. Furthermore, 138 (33.3%) and 137 (33.0%) respondents use the internet to watch videos online, 125 (30.1%) and 124 (29.9%) respondents use the internet to listen to music online, 212 (51.1%) and 114 (27.5%) respondents use it to read books, while 120 (28.9%) and 110 (26.5%) respondents use the internet to play games. In Table 4.3, respondents majorly use the internet to study for their school work and homework ($\bar{x} = 3.40$, $sd = 0.85$), to read books online ($\bar{x} = 3.20$, $sd = 0.98$), for downloading ($\bar{x} = 3.08$, $sd = 1.05$), for social media ($\bar{x} = 3.05$, $sd = 1.04$), and to watch videos online ($\bar{x} = 2.83$, $sd = 1.06$).

Research Question 2: What is the frequency of the Internet use of senior secondary school students in Sapele Local Government Area?

This question is analysed using frequencies, percentages, mean and standard deviation. Results are presented in Table 3.

Table 3: Frequency of Internet use of senior secondary school students

Items	Never	Quarterly	Monthly	Weekly	Daily	Mean	SD
To check my email	131 (31.6%)	52 (12.5%)	64 (15.4%)	63 (15.2%)	105 (25.3%)	2.90	1.60
To chat (for example Facebook, WhatsApp)	63 (15.2%)	40 (9.6%)	52 (12.5%)	66 (15.9%)	194 (46.7%)	3.70	1.50
Newsgroups/Blogs (Nairaland, Twitter)	134 (32.3%)	60 (14.5%)	71 (17.1%)	82 (19.8%)	68 (16.4%)	2.73	1.49
Randomly surfing the Internet	125 (30.1%)	59 (14.2%)	82 (19.8%)	78 (18.8%)	71 (17.1%)	2.79	1.48
Downloading (for example pictures, games, music, videos)	65 (15.7%)	53 (12.8%)	75 (18.1%)	89 (21.4%)	133 (32.0%)	3.41	1.44

Studying for school work and homework	30 (7.2%)	36 (8.7%)	40 (9.6%)	93 (22.4%)	216 (52.0%)	4.03	1.27
Watching videos online	79 (19.0%)	66 (15.9%)	84 (20.2%)	91 (21.9%)	95 (22.9%)	3.14	1.43
Listening to music online	126 (30.4%)	52 (12.5%)	70 (16.9%)	73 (17.6%)	94 (22.7%)	2.90	1.55
Reading books online	56 (13.5%)	29 (7.0%)	52 (12.5%)	88 (21.2%)	190 (45.8%)	3.79	1.43

Table 3 presents the frequency of Internet use of senior secondary school students. Respondents were asked how frequent they use the internet for the variety of purposes for which the internet is used. One hundred and thirty-one (31.6%) respondents never used the internet to check their mails, 194 (46.7%) respondents used the internet to chat, 134 (32.3%) respondents never used the internet for newsgroups and blogs, 125 (30.1%) respondents never used the internet to randomly surf the internet. One hundred and thirty-three (3.41%) respondents use the internet for downloading pictures, games, music and videos, 216 (52.0%) respondents use the internet to study for school work and homework, 95 (22.9%) and 91 (21.9%) respondents use the internet to watch videos online, 126 (30.4%) respondents never used the internet to listen to music, while 190 (45.8%) respondents use the internet to read books online.

Using average mean scores, internet is used to check mails on a monthly basis ($\bar{x} = 2.90$, $sd = 1.60$), to chat on a weekly basis ($\bar{x} = 3.70$, $sd = 1.50$), for newsgroups/Blogs on a monthly basis ($\bar{x} = 2.73$, $sd = 1.49$). In addition, the internet is used for random surfing on a monthly basis ($\bar{x} = 2.79$, $sd = 1.48$), for downloading on a monthly basis ($\bar{x} = 3.41$, $sd = 1.44$); to study for school work and homework on a weekly basis ($\bar{x} = 4.03$, $sd = 1.27$). Furthermore, the internet is used for watching videos online on a monthly basis, for listening to music online on a monthly basis, while it is used for reading books online on weekly basis.

Research Question 3: What are the components of learning behaviours of senior secondary school students in Sapele Local Government Area?

This question is analysed using frequencies, percentages, mean and standard deviation. Results are presented in Tables 4a, 4b, 4c, and 4d.

Table 4a: Competence Motivation of senior secondary school students

Statements	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean	SD
Competence Motivation						
I do not have difficulties maintaining focus on assignments that take a long time to complete.	22 (5.3%)	58 (14.0%)	200 (48.2%)	135 (32.5%)	3.08	0.82

When I get behind on my work, I often give up.	14 (3.4%)	8 (1.9%)	134 (22.9%)	229 (55.2%)	3.39	0.79
I think about how well I am doing on my assignments.	8 (1.9%)	26 (6.3%)	155 (37.3%)	226 (54.5%)	3.44	0.70
I feel a sense of accomplishment when I get everything done on time.	2 (0.5%)	17 (4.1%)	100 (24.1%)	296 (71.3%)	3.66	0.58
I think about how well I have done in the past when I set new goals.	12 (2.9%)	27 (6.5%)	132 (31.8%)	244 (58.8%)	3.47	0.74

In Table 4a the learning behaviours of respondents were explored in the dimension of competence motivation, 200 (48.2%) respondents rarely have difficulties maintaining focus on assignments that take a long time to complete. Two hundred and twenty-nine (55.2%) respondents mostly never give up whenever they get behind on their work, although 226 (54.5%) seriously give a thought about how well they are doing on their assignments. Two hundred and ninety-six (71.3%) respondents feel a sense of accomplishment when they get everything done on time. Two hundred and forty-four (58.8%) respondents think about how well they had done in the past when they set new goals.

Respondents mostly feel a sense of accomplishment when they get everything done on time (\bar{x} = 3.66, sd = 0.58); they also think about how well they have done in the past when they set new goals (\bar{x} = 3.47, sd = 0.74). Respondents also give a thought about how well they are doing on their assignments (\bar{x} = 3.44, sd = 0.70). In addition, respondents do not find themselves giving up when they get behind on their work, and they do not have difficulties maintaining focus on assignments that is taking them a long time to complete (\bar{x} = 3.39, sd = 0.79).

Table 4b: Attitude of Senior Secondary School Students towards Learning

Attitude Towards Learning	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean	SD
When learning, making mistakes is a good thing.	82 (19.8%)	66 (15.9%)	106 (25.5%)	161 (38.8%)	2.83	1.14
I do what it takes to get my homework done on time.	8 (1.9%)	34 (8.2%)	131 (31.6%)	242 (58.3%)	3.46	0.73
I keep trying as many different possibilities as necessary to succeed.	5 (1.2%)	15 (3.6%)	104 (25.1%)	291 (70.1%)	3.64	0.61
When I fail at something, I try to learn from my mistakes.	5 (1.2%)	18 (4.3%)	98 (23.6%)	294 (70.8%)	3.64	0.62
I enjoy learning at school	9 (2.2%)	20 (4.8%)	101 (24.3%)	285 (68.7%)	3.60	0.68

Good learners keep quiet during lessons.	9 (2.2%)	22 (5.3%)	90 (21.7%)	294 (70.8%)	3.61	0.69
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In Table 4b, the attitudes of respondents towards learning is presented, 161 (38.8%) and 106 (25.5%) respondents believe when learning, making mistakes is a good thing, 242 (58.3%) respondents do what it takes to get their homework done on time though, 291 (70.1%) respondents keep trying as many different possibilities as necessary to succeed. When respondents fail at something, 294 (70.8%) of them try to learn from their mistakes. To support this, 285 (68.7%) respondents enjoy learning at school and 294 (70.8%) respondents believe that good learners keep quiet during lessons.

Respondents mostly make every effort necessary to learn from their mistakes ($\bar{x} = 3.64$, $sd = 0.62$), as well as respondents trying as many different possibilities as necessary to succeed ($\bar{x} = 3.64$, $sd = 0.61$). Respondents also have a good habit of keeping quiet during lessons ($\bar{x} = 3.61$, $sd = 0.69$). Generally, respondents enjoy learning at school ($\bar{x} = 3.60$, $sd = 0.68$).

Table 4c: Attention / Persistence of senior secondary school students

Attention/Persistence	Very High Extent	High Extent	Low Extent	Very Low Extent	Low	Mean	SD
I have trouble making plans to help me reach my goals.	10 (2.4%)	31 (7.5%)	206 (49.6%)	168 (40.5%)		3.27	0.86
I keep track of the progress of my assignments.	10 (2.4%)	31 (7.5%)	206 (49.6%)	168 (40.5%)		3.28	0.71
I know when I am behind on an assignment.	11 (2.7%)	43 (10.4%)	138 (33.3%)	223 (53.7%)		3.38	0.78
I track my progress for reaching my goal.	6 (1.4%)	26 (6.3%)	136 (32.8%)	247 (59.5%)		3.50	0.68
Daily, I identify things I need to get done and track what gets done.	12 (2.9%)	39 (9.4%)	168 (40.5%)	196 (47.2%)		3.32	0.76

In Table 4c, the attention / persistence of the respondents is presented, 206 (49.6%) respondents have trouble making plans to help them reach their goals. 206 (49.6%) and 168 (40.5%) respondents keep track of the progress of my assignments. 223 (53.7%) respondents are aware when they are behind on an assignment. 247 (59.5%) respondents track their progress for reaching for the goal, while on a daily basis, respondents, identify things they need to get done and track what gets done.

Respondents track their progress for reaching their goals ($\bar{x} = 3.50$, $sd = 0.68$), they also know when they are behind on an assignment ($\bar{x} = 3.38$, $sd = 0.78$). Daily, respondents identify things they need to get done and track what gets done ($\bar{x} = 3.32$, $sd = 0.76$).

Table 4.5d: Strategy of senior secondary school students

Strategy	Very High Extent	High Extent	Low Extent	Very Low Extent	Mean	SD
I plan out the assignments that I want to complete.	11 (2.7%)	37 (8.9%)	135 (32.5%)	232 (55.9%)	3.42	0.76
If an important test is coming up, I create a study plan.	6 (1.4%)	40 (9.6%)	136 (32.8%)	233 (56.1%)	3.44	0.73
Before I do something fun, I consider all the things that I need to get done.	14 (3.4%)	52 (12.5%)	143 (34.5%)	206 (49.6%)	3.30	0.82
I can usually estimate how much time my homework will take to complete.	27 (6.5%)	74 (17.8%)	179 (43.1%)	135 (32.5%)	3.02	0.87
When I fail at something, I try to learn from my mistakes.	10 (2.4%)	17 (4.1%)	83 (20.0%)	305 (73.5%)	3.65	0.68

In Table 4d, the Strategy of the respondents is presented, 232 (55.9%) respondents plan out the assignments they want to complete, 233 (56.1%) respondents create a study plan when tests are coming up. According to 206 (49.6%) and 143 (34.5%) respondents, they consider all the things that they need to get done. Also, 135 (32.5%) and 135 (32.5%) respondents can usually estimate how much time their homework will take to complete, while 305 (73.5%) respondents try to learn from their mistakes when they fail at something. In respondents' strategy towards learning, respondents mostly try to learn from their mistakes, when they fail at something ($\bar{x} = 3.65$, $sd = 0.62$). They also create a study plan ($\bar{x} = 3.44$, $sd = 0.73$) when an important test is coming up as well as plan out the assignments that they want to complete ($\bar{x} = 3.42$, $sd = 0.76$).

Test of Hypothesis

This part of the chapter presents the outcome of research hypotheses testing.

Hypothesis One

There is no significant relationship between Internet use and learning behaviours of senior secondary school students.

The stated hypothesis one seeks to find out the significant relationship between Internet use and learning behaviours of secondary school students. Pearson Product Moment Correlation will be used to test for this relationship. The results of the hypothesis tested are presented in Table 5.

Table 5: Pearson Product Moment Correlation showing relationship between internet use and learning behaviours

		Internet Use	Learning behaviours
Internet Use	Pearson Correlation	1	.194**
	Sig. (2-tailed)	.415	.000
	N	415	415
Learning behaviours	Pearson Correlation	.194**	1
	Sig. (2-tailed)	.415	.000
	N	415	415

Table 5 presents the Pearson Product Moment Correlation showing relationship between internet use and learning behaviours. From Table 4.9, the Pearson Correlation value for both variables is 0.194 ($R = 0.194, p < .05$). At the row title Sig. (2-tailed), one can see that the value (.000) is less than .05 level of significance which means 0.194 is significant at .05. Although the relationship between internet use and learning behaviours is weak, there is a significant relationship between both variables.

Decision

Since the Pearson R value is significant at .05, H_{03} is therefore rejected and H_3 is accepted, which states that there is a significant relationship between internet use and learning behaviours of secondary school students.

Discussion of Findings

Findings revealed in this study that the major purposes of internet use of senior secondary school students are to study for their school work and homework, to read books online, for downloading, for social media and to watch videos online. The minor purposes of internet use of senior secondary school students are for random surfing, for newsgroups/blogs, to play games, to listen to music online and to check their mails. This result is in contrast with findings of Oye (2012) and Shana (2012). Oye (2012) noted that most of the younger students use social networking sites mainly for socialising activities, rather than for academic purpose. He further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. In another study conducted by Shana (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose. Different research results show that the Internet and social media are important factors that can influence educational performance of students positively or adversely in modern school environment.

Respondents feel a sense of accomplishment when they get everything done on time. They also think about how well they have done in the past when they set new goals. While giving a thought about how well they are doing, respondents neither find themselves giving up when they get behind on their work, nor do they have difficulties maintaining focus on assignments that is taking them a long time to complete. In their attitude towards learning, respondents mostly make

every effort to learn from their mistakes as well as trying as many different possibilities as necessary to succeed. Generally, respondents have a good habit of keeping quiet during lessons and they enjoy learning at school.

Results of this study revealed that respondents use the internet on a weekly basis to read books online and to study for school work and homework. On a monthly basis, respondents use the internet for downloading, watching videos online, to check their mails, for listening to music online, for random surfing, and for newsgroups or blogs. This finding is in contrast with Internet World Statistics (2012) report.

Respondents feel a sense of accomplishment when they get everything done on time. They also think about how well they have done in the past when they set new goals. While giving a thought about how well they are doing, respondents neither find themselves giving up when they get behind on their work, nor do they have difficulties maintaining focus on assignments that is taking them a long time to complete. In their attitude towards learning, respondents mostly make every effort to learn from their mistakes as well as trying as many different possibilities as necessary to succeed. Generally, respondents have a good habit of keeping quiet during lessons and they enjoy learning at school.

In respondents' strategy towards learning, they learn from their mistakes when they fail at something, create a study plan when an important test is coming up to prevent them from failing and also plan out the assignment, they want to complete. This is contrary to findings from Arif and Ramzan (2019). According to study carried out by Arif and Ramzan (2019) on the status of academic emotions and self-regulated learning practices among higher secondary school students of Punjab, the results from the study indicate that the status of academic emotions and self-regulated learning is very poor among students. Mostly negative emotions prevail upon students in academic set-ups, in classroom, and in examination hall. Students lack the basic capacity to set goals and plan their own learning and regulate personal emotions and motivations that will lead them to become an independent and organized learner and member of society.

Conclusion

Learning behaviours of secondary school students is a function of many factors including internet use. Students are easily influenced by their school, teachers, parents and even peers, media and the society at large. For students to continue having positive learning behaviours, they need to always receive the right kind of information from appropriate sources, and also use it for the right purposes which are related to teaching and learning. There is also the need to continue using the internet appropriately to further boost their learning behaviours. This will further increase their level of learning and also their learning behaviours.

Recommendations

The following recommendations are made based on the findings of the study:

1. The school management should invest more in the provision of the internet facilities that would propel usage of the students in the school.
2. The school management should also create an integration system where learning will be integrated with technology.

3. The school management should also organize trainings, and workshops for the teaching staff of the school. This will give the teachers autonomy and control over how students learn in the school environment.
4. Libraries should be well equipped to provide students with the appropriate resources for seeking information.
5. The parents of the students should be encouraged to check on their wards' use of the internet to ensure that it is used for learning purposes to improve their learning behaviours.
6. The students themselves should focus on the aspect of the internet that is beneficial to their learning behaviours and not just using it for leisure. They should use the internet for sourcing materials that will benefit their learning behaviours.

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