THE RELATIONSHIP BETWEEN TERTIARY STUDENTS'DIGITAL TECHNOLOGICAL EXPERIENCE.ACADEMIC ENGAGEMENT AND ACADEMIC ACHIEVEMENT IN PSYCHOLOGY IN DELTA STATE, NIGERIA.

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Abstract

Students'Digital Technological Experience,Academic Engagement and Academic Achievement have always been a prerequisite for effective learning.Especlally their relationship in determining academic achievement has been a debate in the field of psychology.Digital Technology from the onsets in the 21st century,has been instrumental to easy access to knowledge,research integration as well as achievement and experience for manpower production in national growth and development.The study examined the relationship that exists among tertiary students'digital Technological experience, academic engagement and academic achievement in three tertlary schools in Delta State Nigeria,-such as the unlversity,Polytechnic and the college of Education.A corelational research design was used for the study.Population of the study comprised 12,500 students drawn from the three different tertiary schools,while the sample was made up of 600 students.Multistage sampling distrbution through simple random sampling was used to select the 600 students.Instruments for data collections were the Digital Media Technology (DMT),Students Engagement and Experience Questlonnalre (SEEQ)and Students ArnAamisAchinMomant OunofnnnnTAAOI Tho Cronhoch'e nInha rafishitf,'mnthnd wae uend to determine the consistency of the tems.Rellabllty indices of 0.84,0.85 and 0.74 were high enough for the instruments.Three research questions were raised and answered,using Pearson correlation,while three null hypotheses were tested at 005 alpha level,using multple regresslon.The findings after the analysis indicated that academic achievement of students in Psychology showed a very low positive relationship with technology.It also showed a very low postive relationship engagement with students in Psychology.Students technological experience and academic engagement do not significantly predict their achievement in Psychology.Recommendations based on the findings were given such that, parents and lecturers should help to guide undergraduate students on thelr healthy use of digital Technology to match with their academic engagement and exerclses so as to lead to high academic achievement.

Keywords:Digital Technology,experience,academic engagement,academic achievement,Tertiary Students.

1 INTRODUCTION

Ever since the World Wlde Web (www)was launched In 1991,there has been a surge of interest in the posslbillty of learning and improving knowledge through the intemet (Otuka,2010).In Delta State Nigeria,technological experience has become an integral part of life of the people,with its presence infiuencing almost every facet of life.In psychology,technological experlence is percelved as a valuable tool,and affordances of this allow its leaming to be reshaped and practiced in distinctive ways,(Emesl, 2019).Edutainment as a new method of combining the best practices of education with electronic methods of delivery and interacting,has enabled leaming in a faster,more efficient and more entertaining manner attributed to students technological experience and usage.John and Peter (2004), argued that technology as experience often called the user experience,must take into consideration four areas such as Coanitive.emotinnal Sncial hehavior and sensuial aenact nf intaraction with technolnnv It ie renuter tn nffar rich nedannglcal nnnorhunifloe to traneform ehidante'loaming hy improving students engagement.(Eimesi &Miler,2019)

The concept of academic engagement on the other hand,deals with cognitive vigor,perslstence,resilence and efforts in the face of dlficultes during academic exerclses.Hence,tertiary students academic engagement and academic achievement in leaming psychology involve cognitve commitment,emotional and soclal behavior in the face of digital technology.Jeffrey (2015)opined that using technology by students in the classroom come primarly from Psychology and other social sclences.And this includes mobile devices and apps,classroom presentation softwares,digital recording,soclal media and serious gaming,with a side dish of the future's Intem**et of things.In this way,academlc achievement becomes** robust and rewarding.

In Delta State Nigeria,digltal technological **experlence by tertiary students is on a very slow track** towards academic engagement and acad**emic achievement.Instead,thelr major engagement and** exercises are geared towards yahooism;internet gambling, **Bet9ja,sexting,selfing Facebooking** WhatsApp chating,Instagram and cybercrime.

in many studies carried out,digital technological expenence has a great inftuence on academic engagement and academic achleverrianto'both highschool students and tertiary students.For example. Biagi and Loi (2013)using data from 2009 Program for lntemational students Assessment (PISA)found a positverelatlonship between leamers'total use **of digital technology and sclence test scores in 21 out of** 23 countries they studied.

In Delta State Nigeria,three different tertiary schools are curently in operation-the university,polytechnic and the college of education.The problem now is the relationship between digital technological experience of these students and their academic engagement and academic achievement of those in psychology.

Wll technological experience and academic engagement predict psychology achievement of the tertiary students in Delta State?What is the relationship between students digital technological experience and academic and engagement achievement in Delta State?Conversely,there's no relationship between students digital technological experience,academic engagement and academic achievement of those in psychology.It is against this background,the study is centered on examining the relationship that exists among students technologlcalexperlence,academic engagement and academic achievement in psychology.

2 METHOD

The study used correlational survey research design.This design was appropriate for the study because it investigated the relationship between digital technological experience of tertiary students engagement and academic achievement in psychology.Population of the study was 12,500 Psychology students from the three different tertiary schools,while the sample was 600 students.Multistage sampling distribution through random sampling was used to select the 600 students.In the frst multistage sampling,purposive sampling technique was used to select two universities out of the four universities in the state,one polylechnic and two colleges of educaton from the three colleges of education, distrlbuted in the Dolta South-South ecucatonal zone and Della North-Central of the state.In the second mullislage sampling,simple random sampling through paper balloting was used to pick the 600 students participant out of the 12.500 students in Psychology.Twenty students(20)each were given questionnaires from each school.Instruments for data collection were themedla technology usage and experience scale (MTUES)by Rosen et al,2013),Unlversity students engagement Inventory (USEl) and students academic achlevement questlonnaire(SAAQ).Studentsacademic achievement questionnaires (SAAQ)were the academic records of the students obtained from the exams &records departments of the schools.These instruments were validated using content valldity.Cronbach's alpha rellabllty was used to determine the intemal consistency of the items which were 0.84,0.72 and 0.86 for MTUES,USEl and SAAQ.Pearson correlation was used in answering the research questions and testing the hypothesis.

Table !:Relationship between tertiary students'technological experience and academlc engagement

N=600	Academlc engagement	technologlcal experlence(r	Remarks
	Technological experience	022	very low positive relationship
	Cognitive	.210	low posit
	Emotiona	088	Very low positive relationship
	Soclal behaviour	.161	low posltve relationshlr

Table 1 showed that Academic engagement involving cognitive recorded a low positive relationship with students'technological experience,whiie emotional and soclal behavlour recorded very low positlve relationship with students technological experience.

Table 2

Relationship between tertiary students academic engagement and their academic acheivement in psychology.

N=600	Academic engagement	Academic achlevement in psychology (1	Remarks
	Cognitive	084	Very low positive relationship
	Emotiona	.027	Very low positlve relatlonship
	Sodal behaviou	041	Very low positive relationship

Agan,labe2 snovedlhat leriary sludenls'academic впдадвmentncognllvв, emotonal and social behaviour recorded very low posttve relationship with academic achievement in Psychology.

TaЬIo 3 proportion of vairance in academic achievement in psychology that is explained by students'technological experience and engagement is o.8%.

N=600	Model	R	R square	Adjusted R Square	STD error of estimate
	1	-089*	008	000	7.4476

TaЬIe 4 Testlor sinifcant rolatonship betwoon sludonls'lochnologlca/ вхропопсе, асваотс епдадетвп апа аспвувтепп Рзуспоюду вГООБвувГоГ ядпПсапсв

N=600	Variable	Pearson (r)with students academic engagement and achlevement	P-value	Remarks
	Digital expenence	022	.593	NS
	Cognitive engagement	0.084	.039	S
	Emotional engagement	027	.511	NS
	Social Behaviourt engagement	041	.316	NS

ThetaЬle 4 above ndcated latle reatonshp beteen studentз cognIШув епдадвтвп{ апд асадвтiс achievement ln Psycnology is sgnicant (r=.0847<0.05). whlle emotonal ana social behawour engagemenlrocordedanon-sgnicantrelaionshipwihrstuoents academk acmevementin Psycnoogy (r=.027>0.05), (r= 041>.0.05) Tne table also snowed that their technological expenence is not signifcant (r=.022>0.05)

3 RESULTS

Fndngs lrom the study ndicateda verylow poslivedlglaltechnological oxpenence oftertary students ln Deita State Nigeria towards academic engagemont ana academrc achiovemont. Tho tested hypothesis using Pearson correlation at 0.05level ol signficant (.022) was not accepted. This means that students technologlcal experence and academic engagement dld not predlct signifcanty the academic achevemenloltartary studentsin Delta State Nlgera. This is bocause, students ln lhese hpner nsuutonз nave потуе[кеуоо по дудШаеспноодса кпом-помо гааШаге еатппд апа еппапсе кпомвадепа Ьгоааег соигзе Лке Рзуспоюду Тпе мопа паз дгааиаIу Ьееп iпегмоуеатпо dgtallecnnology.Yet, studentsnlhese scnoosn dola stato have not recognized tuly the noveiy analhe beneШз оГКвупд по dgIa кпомЛвадвюо аспвув hдпег асааетсаПуТп Рзуспоюду ОгТпеу have delberately neglected tne тропапсе огиспд дна тесплоодую епдаде плеГ вшауЫ psycnology. Ths very low posiive relatonsnip of narassng dgtal tecnnoogy'to gan acadвmc achevementby tertary stdentsln Dalta State Ngena, ls contrarylothe stoy ana fndings trom Blagt andLo{(2013),who иsоа PlSAtor2009 datato esaЬIsh a posivo relaionshp between isamers'total use oldglallecnnology and sclencelesl scoros ofunversiy students.

The very low positive relationship of technological experience of tertiary students in Delta State Nigeria is not encouraging for a course as Important as Psychology that deals with human behaviour.This finding though,did not indicate that tertiary students in Delta State Nigeria,have no knowledge or experience at all,in digital technogy.Instead,thelr experience In digital technology to make academic leaming easy,is only very low posittve.

4 CONCLUSION

In Pelta State Nigenia,as well as other states in the country,most students are forming the opinion that education in Nigeria ls a fallure.This is bome out of the fact that the govemment does not make adequate provislon of employment for them,after graduatton.Thelr academlc exercises and engagement are no longer taken seriously,contributing to the very low positve relationship in the digital experience.Their digital experience is therefore channelled towards yahoolsm,intemet gambling,cybercnime,Facebooking, WhatsApp chating,Ponzl and many intenet misdemeanors,(Ugoma,Iyedoh&Augusta,2020).Thelr classroom attendance and academic exercises are always obstructed with unnecessary chating with their counterparts to perpetuate antisocial behaviour online.This is not healthy for a growing country like Nigeria.This study therefore,by way of recommendation is of the opinlon that:

·Parents should strictly monitor and encourage their chlldren on the balanced use of smart phone and academic engagement.

·Parents should direct and advico thelr Wards against intemet gambing,yahooism,cybercrime which are antisoclal behavior.

·Teachers of tertiary students should guide,advice and direct students with positive appeal towards healthy technological experience that will match thelr academic engagement and achieve higher academically,

·Govemment of Nigeria should make efforts by all means to provide employments for university graduates,to encourage them to leam and be useful to themselves and the country,so that the ilis in the soclety can be reduced.

In this way,the aggressive belief that education in Nigeria is a fallure will be erased.

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