INFORMATION COMMUNICATION TECHNOLOGY SKILLS ON ACADEMIC ACTIVITIES OF OFFICER CADETS IN UNIVERSITIES IN NORTH-WEST, NIGERIA

BY

Adamu Sagir Mohammed[1] Obaje, Alfred Michael[2] Adamu Mohammed Saba[3]
Department of Library and Information Science, Federal University of Technology, Minna[1]
University Library Services, Federal University of Technology, Minna[2-3]
Correspondence Email: adamumohammedsagir66@gmail.com

Abstract

This study investigated information communication technology skills on academic activities of officer cadets in universities North-west, Nigeria. Three research questions guided the study in line with the research objectives. The study adopted descriptive survey research design. The study population comprised of four thousand and twenty-seven (4,027) officer cadets in universities in North-west, Nigeria with sample size of 351. A structured questionnaire was the instrument for data collection. Data were analysed using frequency counts, percentages, mean and standard deviation with criterion mean of 2.50 benchmark. Findings revealed that the extent to which officer cadets engaged in academic activities was high, the perceived influence of possession of ICT skills was positive and factors hindering their academic activities was high. Based on the findings, the study concluded that officer cadets in universities in North-west, Nigeria need to change their attitudes towards the use of ICT facilities to enhance academic activities. The study recommended that the management of universities in North-west, Nigeria should regularly engage the officer cadets in field work and physical training as these would help them to acquire practical knowledge of the profession, organise periodic ICT training for officer cadets especially in the areas where possession of ICT skills were low and provide more ICT facilities and alternative to electricity power supply, as these would help to enhance the academic activities of officer cadets.

Keywords: Academic Activities, Information Communication Technology Skills, Officer Cadets, North-west, Nigeria, Universities

Introduction

In educational institutions of all levels, the teachers encourage participation in activities that would contribute in a significant manner in honing their knowledge, competencies and abilities. In some cases, the participation in these activities is manageable, whereas, in other cases, there are occurrence of various types of problems and challenges. The problems and challenges are required to be overcome and prevented from assuming a major form. In other words, they need to be curbed from giving rise to barriers. In higher educational institutions, within the course of pursuance of Bachelors, Masters and Doctoral degrees programmes, the students are required to work on research projects or thesis (Johnson & Johnson, 2019). Students need to be versed in terms of academic activities. Through implementation of academic activities, they are able to collect the data, that is necessary for their research projects or thesis. When the students are participating in academic activities. They need to be well-versed in terms of job duties, methods and procedures.

Furthermore, they need to inculcate the traits of diligence, conscientiousness, morality and ethics. The students should form positive viewpoints and develop motivation towards acquisition of education. Hence, when they are participating in various types of academic activities, they need to develop wholehearted enthusiasm. Therefore, it can be stated that, the significance of academic activities is acknowledged in the acquisition of education (Davis, 2021).

The academic activities are formulated in a manner that would facilitate understanding of academic subjects, achieving educational goals and leading to up-graduation of the overall system of education. The various aspects that need to be taken into account in organising academic activities are, grade levels of students, academic subjects and lesson plans, learning

abilities of students, academic needs and requirements, educational goals and the overall system of education. Furthermore, there is need to ensure that the academic activities are pleasurable and students develop motivation towards it. Within the course of participation in various academic activities, there are occurrences of different kinds of problems as well. But there is also need to make sure the solutions are provided to the problems in an adequate manner. Furthermore, they need to be prevented from giving rise to barriers within the course of implementation of tasks and activities. Therefore, it can be stated that, the academic activities are critical to the university life and overall development of undergraduate students (Davis, 2021).

Officer Cadets in universities like Nigeria Defence Academy, Kaduna typically participate in a range of academic activities in addition to their military training. These activities are designed to provide them with a well-rounded education and prepare them for leadership roles in the service. Also, undergraduate education is a transformative journey, extending beyond simply attending lectures and taking exams. A rich tapestry of academic activities contributes to a well-rounded educational experience, fostering critical thinking, research skills and personal growth. The academic activities are; Coursework and lectures, this foundational element involves attending lectures, participating in discussions, completing assignments and taking examinations. It provides the core knowledge base in a chosen field. While seemingly passive, active engagement in lectures, including note-taking and asking questions, significantly enhances learning. Research is also one of the academic activities, students may participate in faculty-led research project, conduct independent research under faculty supervision. Research activities cultivate critical thinking, analytical skills and the ability to synthesize information. Also, Group discussion; students learn to work effectively in diverse teams, negotiate ideas and contribute to a shared goal. These activities mirror real-world work environments and prepare students for collaborative professional roles. Lastly, during physical trainings; officer cadets will participate in field exercises to apply their classroom learning to real-world scenarios. These exercises will help them develop their leadership, teamwork and decision–making skills. Engaging in a variety of academic activities is essential for fulfilling and having successful undergraduate experience. These activities not only enhance academic performance but also foster personal growth, develop valuable skills and prepare students for future careers. By actively exploring the diverse opportunities available, undergraduate students can maximise their learning potential and make the most of their university education. (Kuh *et al*., 2014)

Information and Communication Technology (ICT) is an ordering of special equipment used to share ideas and information among everyone. It may be used to store, process, and organise information. This all-encompassing definition of ICT includes a variety of technologies like recordings, DVDs, phones, satellites, radios, TV, PCs, gear and programming framework, advancement, hardware, specific managements and practical services. Also, Information and communication technologies (ICT) encompass a broad range of technology tools and resources used to create, store, manage and disseminate information. This includes not only computer hardware and software but also telecommunication technologies, networks and various media for recording and transmitting information (Hashmi *et al.*, 2019). Information and Communication Technologies (ICTs) has become a substantial part of people, communities and societies all over the world. The centrality of these technologies is due to the change it has instigated by influencing the mode of completing daily tasks in the universities. With this development, the behaviours of students towards their academic activities have been greatly influenced. Today, students are increasingly considering ways of reading, researching and interacting that are not facilitated by ICT as unwelcoming, outlandish and outmoded (Tor *et al.,* 2019).

Consequently, Ukaegbu and Wegwu (2019) defined ICT skills as the abilities for the collection, effective processing, storing, transmitting and the dissemination of information which enables the use of computers and related technologies to meet personal academic and labour market objectives. ICT skills of a student is a relative measure of the students' capacity to make appropriate use of ICT for educational and learning purposes, this is because, ICT skills are required to critically evaluate information content and explore it effectively, as well as understanding the technological infrastructure on which information transmission is based. Moreover, ICT has eased the stress associated with the conventional method of executing tasks, by initiating technology-driven means of performing statutory roles with improved speed, accuracy and efficiency. The fact that ICTs are identified as sources for improving productivity, this has informed the decision of many institutions in Nigeria to adopt them (Olatokun and Opesade, 2020). The increase in popularity of these technologies in universities and its

attendant impact on academic works pressured most faculty staff and students in Nigerian universities to develop skills or abilities for integrating them into their academic activities.

Statement of the Problem

Officer Cadets in military universities in North-west, Nigeria are struggling to effectively utilise the library's information resources, both in print and digital formats. Despite the library's efforts to provide comprehensive resources, the cadets' lack of ICT skills hinders their ability to access and use these resources efficiently. This limitation increasingly by rigorous nature of their training which leaves them with the little time to develop these skills. As a result, the cadets rely heavily on traditional methods of information gathering, missing out on the benefits of digital resources that could enhance their academic performance and learning outcomes.

Information and Communication Technology skills encompass the ability to understand and utilise various technology software, aiding in tasks like operating computers, accessing information online and using devices like smart phones for communication and information retrieval. In this 21st century, library users (Officer Cadets) inclusive are expected to be familiar and fully skilled in ICT manipulation to utilise library information resources both format (print and non-print) resources which will positively influence their academic activities. However, extant literature has revealed that many students in academic institution particularly those attached to military institution are not making effective use of ICT facilities to access information resources available in the university libraries to enhance academic activities. Could these challenges be due to inadequate possession of ICT skills or proficiency, inadequate ICT facilities (Ifidon and Okorafor (2012); Ogbomo and Ogbomo (2015) and Ifeanyieze and Agauola (2018). To address this research concern, the researchers investigated Information Communication Technology skills on academic activities of officer cadets in universities in North-west, Nigeria.

Objectives of the Study

The objectives are to:

1. ascertain the extent to which officer cadets engage in academic activities in universities in North-west, Nigeria;
2. determine the perceived influence of possession of ICT skills of officer cadets on academic activities in universities in North-west, Nigeria;
3. identify the factors hindering the academic activities of officer cadets in universities in North-west, Nigeria.

Research Questions

The following research questions guided the study:

1. What is the extent to which officer cadets engage in academic activities in universities in North-west, Nigeria?
2. What is the perceived influence of possession of ICT skills of officer cadets on academic activities in universities in North-west, Nigeria?
3. What are the factors hindering the academic activities of officer cadets in universities in North-west, Nigeria?

Literature Review

The academic activities are formulated in a manner that would facilitate the understanding of academic subjects, achieving educational goals and leading to up-graduation of the overall system of education (Davis, 2021). The various aspects that need to be taken into account in organising academic activities are, grade levels of students, academic subjects and lesson plans, learning abilities of students, academic needs and requirements, educational goals and the overall system of education. Tor and Malgwi (2020) asserted that these academic activities are fundamental to the survival of universities in the modern world. It is more so because the quality of programmes of instruction and output of universities in terms of graduates and research are all dependent on the effectiveness and efficiency of academic activities. Hashim *et al.* (2019) posited that the development of new broadband communication services and convergence of telecommunication with computers have created numerous possibilities to use a variety of new technology tools for teaching and learning system. Information and communication technology (ICT) are extensively occupying all the fields of workplaces. Application of information technology (IT) knowledge, skills and understanding has become a reality for employees. Information and Communication Technology (ICT) has been identified as one possible means of leapfrogging poor economies from peasant to modern information societies according to (UNECA, 2020). Mkumbo *et al.* (2023) averred that home sickness, poor time management skills, difficulty in understanding academic work, inadequate finance are some of the challenges faced by first year university students in adjusting to university life and academic activities. Consequently, Martinez *et al.* (2023) postulated that institutional, socio cultural and socio-

economic factors are barriers to academic success of first year students. Similarly, Suleiman (2023) and Husain *et al*. (2022) reported in their studies in Delta State that funding patterns and financial management in secondary schools create foundational challenges that carry into higher education. Nkedishu and Onyekwe, (2024) equally reported that inadequate finance, institutional and student factors are inhibitors to academic success in public universities in Nigeria.

Onyebinama (2021) in his study stated that students primarily acquired basic ICT skills from cybercafés, facing challenges such as poor funding and inadequate facilities. The study recommended adequate enhancement of university funding to poster the acquisition of appropriate ICT resources for optimal use by the students in their learning activities which will make the students more knowledgeable in the usage of the facilities and consequently possess the requisite skills to use them. Bako and Odigie (2021), stated that while students had basic ICT skills, these were insufficient for effective library resource utilisation. Therfore, implementing computer literacy programs within user education to enhance students' ICT competencies, thereby improving their access to library resources. In this study, the content and methodology are similar to the current study, while the scope differs in which the previous study covered South-West, Nigeria, while the current study will cover North-West, Nigeria.

Idowu *et al.* (2021), stated that many students are proficient users of various devices, including desktops, laptops, and mobile devices, so also laptops are the preferred device for academic work, and the combination of laptops and smartphones is the most popular choice. Students demonstrate the highest proficiency in email (159%), web browsing (53%), e-banking (49%), and e-commerce (44%). Although the student's express interest in learning additional skills, they believe that the university's ICT unit will contribute the most to their skills improvement during their studies. The researchers made recommendations based on these findings to enhance the ICT skills of university freshmen and support their projections for improvement upon graduation. The gap intends to cover in terms of content is similar, while difference in scope, which the study under review covered Nigerian private universities while the current study will cover two universities in North-West, Nigeria. Ariful and Samzida (2021) revealed several key positive and negative factors influencing academic performance. The study recommended that a broader discourse on improving educational outcomes in Bangladesh, reinforcing the notion that quality education is fundamental for national development. The study also emphasized the need for a supportive learning environment and the importance of student's engagement in their academic pursuits to foster a culture of excellence in higher education. The gap intent to cover in this current study the content is similar with the previous study under review, but difference in methodology and scope in which the previous study was carried out in Bangladesh, while the current study will be carried in

Methodology

This study adopted descriptive survey research design. The descriptive survey research design was used because it is a survey type of research that is characterised by population and sample as well as the use of data collection instrument. The study population comprised of four thousand and twenty-seven (4,027) Officer Cadets in military universities in North-west, Nigeria. The study adopted multi-stage sampling technique to determine the size of the study with sample size of 351 officer cadets in military universities in North-west, Nigeria. A close-ended structured questionnaire was the instrument for data collection. Data were analysed using frequency counts, percentage, mean and standard deviation with criterion mean of 2.50 benchmark. A total of 351 copies of questionnaire were administered to officer cadets and the response rate showed the returned of 323 copies of the questionnaire representing 92% response rate.

Result And Discussions

Research Question One: What is the extent to which officer cadets engage in academic activities in universities in North-west, Nigeria?

Table 1: Extent to which officer cadets engage in academic activities in universities in North-west, Nigeria

S/N	STATEMENTS	VHE 4	HE 3	LE 2	VLE 1	N	FX	X	SD	Decision
1.	I attend lectures regularly based on the time table in the university.	185 (57.3%)	110 (34.1%)	22 (6.8%)	6 (1.9%)	323	1112	3.44	0.67	High
2.	I always do my assignment any time it is given to us in the university.	160 (49.5%)	123 (38.1%)	28 (8.7%)	12 (3.7%)	323	1070	3.31	0.73	High
3.	I sat for the mid-term test any time it is scheduled in the university.	105 (32.5%)	116 (35.9%)	65 (20.1%)	37 (11.5%)	323	934	2.89	0.91	High
4.	I sat for the both semesters examinations at the end of every semester in the university.	92 (28.5%)	114 (35.3%)	74 (22.9%)	43 (13.3%)	323	889	2.75	0.96	Low
5.	I participate in group discussion with my course mates to understand what is been taught in the class better.	65 (20.1%)	104 (32.2%)	90 (27.9%)	64 (19.8%)	323	803	2.49	1.00	Low
6.	I participate in the field-work activities to acquire practical knowledge in the university.	55 (17.0%)	98 (30.3%)	100 (31.0%)	70 (21.7%)	323	769	2.38	1.03	Low
7.	I present my seminar paper at the end of every semester and final project at the end of my final year.	72 (22.3%)	108 (33.4%)	91 (28.2%)	52 (16.1%)	323	843	2.61	0.94	Low
8.	I participate fully in the physical training and examination in the university.	64 (19.8%)	102 (31.6%)	90 (27.9%)	67 (20.7%)	323	800	2.48	1.02	Low
	Weighted Mean							**2.79**		

Decision: Average Weighted Mean =2.79

The results presented in Table 1 shows the extent to which officer cadets engage in academic activities in universities in North-west, Nigeria. The results revealed that majority of the respondents indicated that statements with mean scores equal and above the average weighted mean of 2.79 were high. On the other hand, majority of the respondents indicated that statements with mean scores lower than the average weighted mean of 2.79 were low. Specifically, the Table above revealed that I attend lectures regularly based on the time table in the university with a mean score of ($\bar{X}$=3.44; SD=0.67) was the highest rated statement that

officer cadets engaged on. While I participate in the field-work activities to acquire practical knowledge in the university with a mean score of ($\bar{X}$=2.38; SD=1.03) was the lowest rated statement that officer cadets engaged on in universities in North-west, Nigeria. Thus, with a weighted mean score of 2.79 which is above the criterion mean of 2.50, it can be deduced that the extent of academic activities of officer cadets in universities in North-west, Nigeria was high.

Research Question Two: What is the perceived influence of possession of ICT skills on academic activities of officer cadets in universities in North-west, Nigeria?

Table 2: Perceived influence of possession of ICT skills on academic activities of officer cadets

S/N	Items	SA 4	A 3	D 2	SD 1	N	FX	$\bar{X}$	SD	Decision
1.	Ability to use scanner to scan and upload documents efficiently enhance my academic activities in the university.	118 (36.5%)	137 (42.4%)	53 (16.4%)	15 (4.6%)	323	1035	3.21	0.83	High
2.	My knowledge of ICT enables me to use keyboard to type and this enhance academic activities in the university.	120 (37.2%)	132 (40.9%)	55 (17.0%)	16 (5.0%)	323	1027	3.18	0.84	High
3.	My ability to use printer to print and retrieve document from storage devices efficiently enhance academic activities in the university.	113 (35.0%)	141 (43.7%)	51 (15.8%)	18 (5.6%)	323	1028	3.18	0.82	High
4.	My ability to type on Microsoft word efficiently thus enhancing academic activities in the university.	110 (34.1%)	140 (43.3%)	57 (17.6%)	16 (5.0%)	323	1017	3.15	0.83	High
5.	Ability to edit and copy document from Microsoft word efficiently enhance my academic activities in the university.	108 (33.4%)	138 (42.7%)	60 (18.6%)	17 (5.3%)	323	1006	3.11	0.84	High
6.	Ability to save and retrieve document from Microsoft word efficiently enhance my academic activities in the university.	104 (32.2%)	135 (41.8%)	63 (19.5%)	21 (6.5%)	323	991	3.07	0.85	High
7.	Ability to use spreadsheet to enter numerical value into cells enhance my academic activities in the university.	87 (26.9%)	146 (45.2%)	66 (20.4%)	24 (7.4%)	323	951	2.95	0.88	High

8.	My ability to use spreadsheet to perform statistical work enhance academic activities in the university.	83 (25.7%)	144 (44.6%)	72 (22.3%)	24 (7.4%)	323	939	2.91	0.88	Low
9.	My knowledge of ICT enables me to use spreadsheet to code data for SPSS analysis thus enhancing academic activities in the university.	76 (23.5%)	135 (41.8%)	81 (25.1%)	31 (9.6%)	323	912	2.82	0.89	Low
10.	My knowledge of ICT enables me to navigate web links and use OPAC/Web OPAC to retrieve bibliographic information thus enhancing academic activities in the university.	85 (26.3%)	128 (39.6%)	81 (25.1%)	29 (9.0%)	323	916	2.84	0.89	Low
11.	Ability to use Internet to navigate search Engines such as Yahoo, Google, Mamma, AOL in searching for information enhance my academic activities in the university.	92 (28.5%)	130 (40.2%)	74 (22.9%)	27 (8.4%)	323	933	2.89	0.88	Low
12.	My knowledge of ICT enables me collect research data using Google forms or Survey monkey and this enhance academic activities in the university.	80 (24.8%)	126 (39.0%)	84 (26.0%)	33 (10.2%)	323	894	2.77	0.90	Low
13.	Ability to perform Presentation using PowerPoint efficiently enhance my academic activities in the university.	83 (25.7%)	125 (38.7%)	85 (26.3%)	30 (9.3%)	323	893	2.77	0.89	Low
14.	My ability to use ZOOM and present paper in conferences, seminars and workshops enhance academic activities in the university.	79 (24.5%)	123 (38.1%)	88 (27.2%)	33 (10.2%)	323	879	2.72	0.90	Low
15.	My knowledge of ICT enables me to use GOOGLE-MEET to hold meetings and	75 (23.2%)	120 (37.2%)	91 (28.2%)	37 (11.5%)	323	864	2.67	0.91	Low

	present paper in seminars and workshops and this enhance academic activities in the university.									
16.	Ability to share my research work with my course mates on social media such as WhatsApp, Instagram, Twitter enhance my academic activities in the university.	77 (23.8%)	118 (36.5%)	93 (28.8%)	35 (10.8%)	323	866	2.68	0.91	Low
17.	Ability to search and retrieve research papers on Google Scholar, ResearchGate, Academia.edu enhance my academic activities in the university.	84 (26.0%)	134 (41.5%)	77 (23.8%)	28 (8.7%)	323	911	2.82	0.88	Low
18.	My knowledge of ICT enables me to search full-text databases such as Proquest, ebscohost, Research4life for e-books and e-journals and this enhance academic activities in the university. **Weighted Mean**	86 (26.6%)	132 (40.9%)	77 (23.8%)	28 (8.7%)	323	917	2.84 **2.92**	0.88	Low

Decision: Average Weighted Mean = 2.92

The results presented in Table 2 shows the perceived influence of possession of ICT skills on academic activities of officer cadets in universities in North-west, Nigeria. The results revealed that majority of the respondents perceived that statements with mean scores equal and above the weighted mean of 2.92 were high. On the other hand, majority of the respondents indicated that statements with mean scores lower than the weighted mean of 2.92 were low. Specifically, the Table above revealed that ability to use scanner to scan and upload documents efficiently enhance my academic activities in the university with a mean score of ($\bar{X}$=3.21; SD=0.83) was the highest rated statement that influence the academic activities of officer cadets. While my knowledge of ICT enables me to use GOOGLE-MEET to hold meetings and present paper in seminars and workshops and this enhance academic activities in the university with a mean score of ($\bar{X}$=2.67; SD=0.91) was the lowest rated statement that influence the academic activities of officer cadets in universities in North-west, Nigeria. Thus, with a weighted mean score of 2.92 which is above the criterion mean of 2.50, it can be deduced that the perceived influence of possession of ICT skills on academic activities of officer cadets in universities in North-west, Nigeria was positive.

Research Question Three: What are the factors hindering the academic activities of officer cadets in universities in North-west, Nigeria?

Table 3: Factors hindering the academic activities of officer cadets in universities in North-west, Nigeria

S/N	STATEMENTS	SA 4	A 3	D 2	SD 1	N	FX	$\bar{X}$	SD	Decision
1.	Insufficient possession of ICT skills and knowledge of officer cadets to efficiently use ICT facilities in the university library hinder the academic activities.	90 (27.9%)	110 (34.1%)	80 (24.8%)	43 (13.3%)	323	943	2.92	0.94	Low
2.	Inadequate ICT facilities in the university library hinder my academic activities.	105 (32.5%)	130 (40.2%)	55 (17.0%)	33 (10.2%)	323	1036	3.21	0.86	High
3.	Erratic power supply in the university library for operation of ICT facilities hinder my academic activities.	100 (31.0%)	122 (37.8%)	70 (21.7%)	31 (9.6%)	323	1007	3.12	0.87	High
4.	Officer cadets' individual attitudes of unwillingness to use ICT facilities in the university library hinder the academic activities.	95 (29.4%)	120 (37.2%)	75 (23.2%)	33 (10.2%)	323	981	3.04	0.89	High
5.	Inadequate information resources in the university library hinder my academic activities.	108 (33.4%)	118 (36.5%)	65 (20.1%)	32 (9.9%)	323	1017	3.15	0.86	High
6.	Inadequate current and up-to-date information resources in the university library hinder my academic activities.	92 (28.5%)	116 (35.9%)	73 (22.6%)	42 (13.0%)	323	968	3.00	0.93	High
7.	Lack of cordial relationship between the course mates hinder my academic activities.	110 (34.1%)	125 (38.7%)	60 (18.6%)	28 (8.7%)	323	1046	3.24	0.84	High
8.	Poor conducive university library environment hinders my academic activities.	91 (28.2%)	109 (33.7%)	81 (25.1%)	42 (13.0%)	323	946	2.93	0.93	Low
9.	Poor attitude of university library personnel towards users hinder my academic activities.	89 (27.6%)	108 (33.4%)	85 (26.3%)	41 (12.7%)	323	937	2.90	0.94	Low
10.	Poor Internet network service within the university environment hinder my academic activities.	87 (26.9%)	107 (33.1%)	88 (27.2%)	41 (12.7%)	323	931	2.88	0.94	Low
	Average Weighted Mean							**3.04**		

Decision: Average Weighted Mean = 3.04

The results presented in Table 3 shows the factors hindering academic activities of officer cadets in universities in North-west, Nigeria. The results revealed that majority of the respondents indicated that statements with mean scores equal and above the weighted mean of 3.04 were high. On the other hand,

majority of the respondents indicated that statements with mean scores lower than the weighted mean of 3.04 were low. Specifically, Table 3 revealed that Lack of cordial relationship between the course mates hinder my academic activities with a mean score of ($\bar{X}$=3.24; SD=0.84) was the highest rated factor that hindered the academic activities of officer cadets. While Poor Internet network service within the university environment hinder my academic activities with a mean score of ($\bar{X}$=2.88; SD=0.94) was the lowest rated factor that hindered the academic activities of officer cadets in universities in North-west, Nigeria. Thus, with a weighted mean score of 3.04 which is above the criterion mean of 2.50, it can be deduced that the hindering of these factors on academic activities of officer cadets in universities in North-west, Nigeria was high.

Discussion of the Findings

Research question one sought to find out the extent to which officer cadets engaged in academic activities in universities in North-west, Nigeria. The findings revealed the extent of academic activities engaged in by officer cadets. These academic activities include: I attend lectures regularly based on the time table in the university, I always do my assignments anytime is being given to us, I sat for mid-term test anytime it is scheduled in the university. It can be deduced that the extent of academic activities of officer cadets in universities in North-west, Nigeria was high. This corroborates with the findings of Tor and Malgwi (2020) that these academic activities are fundamental to the survival of universities in the modern world. It is more so because the quality of programmes of instruction and output of universities in terms of graduates and research are all dependent on the effectiveness and efficiency of academic activities

Research question two sought to find out the perceived influence of possession of ICT skills on academic activities of officer cadets in universities in North-west, Nigeria. The findings revealed that the perceived influence of ICT skills on academic activities of officer cadets' universities was positive with the following statements: Ability to use scanner to scan and upload documents efficiently enhance my academic activities in the university, ICT enables me to use keyboard to type and this enhance academic activities in the university, ability to use printer to print and retrieve document from storage devices efficiently enhance academic activities in the university, ability to type on Microsoft word efficiently enhance academic activities in the university, ICT enables me to navigate web links and use OPAC/Web OPAC to retrieve bibliographic information thus enhancing academic activities in the university, use Internet to navigate search Engines such as Yahoo, Google, Mamma, AOL in searching for information enhance academic activities in the university etc. However, this finding corroborates the findings of Hashim *et al.* (2019) that ICT opens up opportunities for learning because it enables learners to access, extend, transform and share ideas and information in multi-modal communication styles and format. It helps the learners to share learning resources and spaces, promote learner centred and collaborative learning principles and enhance critical thinking, creative thinking and problem-solving skills. Similarly, Otolo *et al.,* (2018) in their study on "impact of ICT skills on the use of electronic resources by undergraduate students in Nigerian university libraries" observed that ICT skills of undergraduates enable them to effectively utilise information resources. Also, for undergraduate students to get information to support their learning and research activities, they should have the requisite ability which is alluded to as an ICT literacy skill.

Research question three sought to find out the factors hindering the academic activities of officer cadets in universities in North-west, Nigeria. The finding revealed that the hindering was high with following factors: insufficient possession of ICT skills and knowledge of officer cadets to efficiently use ICT facilities in the university library hinder the academic activities, Inadequate ICT facilities in the university library, Erratic power supply in the university library for operation of ICT facilities, unwillingness to use ICT facilities in the university library, Inadequate information resources in the university library, Inadequate current and up-to-date information resources in the university library, Lack of cordial relationship between the course mates, Poor Internet network service within the university environment and Poor conducive university library environment. However, this finding corroborates the findings of Mkumbo *et al.* (2023) that home sickness, poor time management skills, difficulty in understanding academic work, inadequate finance are some of the challenges faced by first year university students in adjusting to university life and academic activities. Similarly, Ajayi and Olaniyi (2022) reported that poor access to Internet facilities, incessant strike, closure of school, lack of well-equipped departmental and central library, overcrowded examination timetable was seen as institutional factors influencing students' academic performance.

Conclusion

Based on the findings, the extent to which officer cadets are engaged in academic activities is high, the perceived

influence of possession of ICT skills on academic activities of officer cadets is positive and the factors hindering the academic activities is high. Thus, the study therefore, concluded that officer cadets in universities in North-west, Nigeria need to change their attitudes towards the use of ICT facilities to enhance academic activities.

Recommendations

Based on the findings, the following recommendations were made:

1. Management of Universities in North-west, Nigeria should regularly engage the officer cadets in field work and physical training as these would help them to acquire practical knowledge of the profession.
2. Management of Universities in North-west, Nigeria should organise periodic ICT training for officer cadets especially in the areas where possession of ICT skills was low.
3. Management of Universities in North-west, Nigeria should provide more ICT facilities, information resources and alternative to electricity power supply, as these would help to enhance the academic activities of officer cadets.

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