The impacts of ICT on the students' Performance:
A Review of Access to Information

Muhammad Saqib Khan_PhD[1]   Irfanullah Khan[2]   Siraj-u-Din[3]   Hafiz Muhammad Ismail[3]
Rafid Khattak[3]   Rahimullah Jan[3]
1. Department of Business Administration, Gomal University, Dera Ismail khan, Pakistan
2. Department of Public Administration, Gomal University, Dera Ismail khan, Pakistan
3.Khushkhaal Khan Khattak University, Karak

Abstract
The study was on the Impact of Information and Communication Technology (ICT) on the students and his/her information to access in the Gomal University, Dera Ismail Khan. A sample of 50 respondents (students) was selected from the department of Political science, Gomal University, Dera Ismail Khan, Khyber Pakhtunkhwa, Pakistan. However, related literatures were reviewed from textbooks, journals and past researches. The research instruments were questionnaire which was statically analyzed with contingency tables while the hypotheses were tested by using the mean statistic. The results of the present study showed a diverse response of the student regarding the impact of ICT's on the students and their access to information.

1. INTRODUCTION

ICT stands for information & communication technologies. ICT refers to technologies that provide access to information through communications. It is similar to information technology (IT). "But primarily focuses on communication technologies. This includes the internet, wireless network, cell phones & other communications medium". In the past few decades information & communication technologies have provided to society with vast array of a new communication capabilities. "People can communicate in real time with others in different countries using technologies such as instant messaging, voice over IP and video conferencing, social networking websites like face book allow users from all over the world to remain in contact and communicate on a regular basis". Modern information communication technologies have created a global village in which people communicate with others across the world as if they were living next door. "For this reason ICT is often studied in the context of how modern communication technologies affected society" (tech factor, January 04, 2010).

ICT stands for information & communications technology is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services & applicate with them such as video conferencing and distance learning. "ICT are often spoken of a particular context such as ICTs in education, health care, or libraries" (Margaret Rouse, September, 2005). "ICT (information and communications technology or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning". ICT (information and communications technology - or technologies) is an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. "ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries" (Abe & Adu, 2007).

Concerns over educational relevance and quality coexist with the imperative of expanding educational opportunities to those made most vulnerable by globalization developing countries in general; low-income groups, girls and women, and low-skilled workers in particular. "Global changes also put pressure on all groups to constantly acquire and apply new skills". The International Labor Organization defines the requirements for education and training in the new global economy simply as "basic education for all", core work skills for all and "lifelong learning for all". Information and communication technologies (ICTs) which include radio and television, as well as newer digital technologies such as computers and the Internet have been touted as potentially powerful enabling tools for educational change and reform. "When used appropriately, different ICTs are said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping make teaching and learning into an engaging, active process connected to real life".

1.2 Statement of the problem
Access to information is a key for academic performance of students with advent of ICTs student have acquired

additional source for getting information along with the libraries in the university. This research explores the impact of ICTs on students' access to information. Students are facing some challenges such as English Language problem, hearing problems and access problems to information.

1.3 Objectives of the Study
1. To explore the ways how students access to information.
2. Highlights that acceptability of ICTs among schedule for getting information.
3. What percent of schedule use ICTs for gaining information?
4. Explore the problem faced by students in getting information.

1.4 Significance of the study
1. The present work is most significant one because information and communication technologies are a factor which not only affect the social affairs but also influence the economic sector.
2. The present work will be exposed the root cause of students' academic failure in access to information. My research will be finding unknown hindrances which playing a role of hero in the failure of students access to information.
3. The present work will be explore and present the element of improvements for students access to information on academic level.
4. Research will be present solution of students' academic problems due to which they facing difficulties.

1.5 Main Hypothesis
The information communication technology has a profound impact on the students to access the information. The ICT can either increase or decrease the degree of information among the students. There are certain technical complications in defining and measuring the role of ICT in a specific way. This study responds to the questions: In Gomal University, what is the degree of access to information among the students? How they feel about the role of ICT in getting the information?

2. LITERATURE REVIEW
This background summarizes the evidence base from which the ICT capability's introduction, organizing elements and learning continuum have been developed. "It draws on recent international and national research, as well as initiatives and programs that focus on ICT across the curriculum". ICT capability is based on sets of relevant knowledge, skills, behaviors and dispositions. Internationally, such capability is typically represented developmentally across interrelated domains or elements to show increasingly sophisticated experiences with the technology. For example, the ICT curriculum for England presents 'lines of progression' in strands and sub-strands. "The National Education Technology Standards for students provided by the International Society for Technology in Education represent capability with six sets of standards". In Australia, the Statements of Learning for ICT were presented as five broadly defined conceptual organizers, representing key aspects of ICT that apply across the curriculum. "The Australian Council for Educational Research has also identified a progression in research associated with the National Assessment Program – ICT Literacy".

Early researchers into ICT in education, such as Papert (1980) and Turkle (1984), considered that students constructed reality from experience and prior knowledge. "The student interacts with the environment and, to cope with this environment, develops a conceptual framework to explain the interaction". More recent theorists, such as Dede (2009), echo these earlier propositions even as technologies evolve, giving rise to the set of constructs upon which the ICT capability is based. "In particular, the overarching element Applying social and ethical protocols and practices when using ICT addresses the personal, social and cultural contexts introduced by theorists such as Papert and Turkle".

2.1 Types of ICT's Used in Education
ICTs stand for information and communication technologies and are defined, for the purposes of this primer, as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. "These technologies include computers, the Internet, broadcasting technologies (radio and television), and telephony". In recent years there has been a groundswell of interest in how computers and the Internet can best be harnessed to improve the efficiency and effectiveness of education at all levels and in both formal and non-formal settings. "But ICTs are more than just these technologies; older technologies such as the telephone, radio and television, although now given less attention, have a longer and richer history as instructional tools". For instance, radio and television have for over forty years been used for open and distance learning, although print remains the cheapest, most accessible and therefore most dominant delivery mechanism in both developed and developing countries. "The use of computers and the Internet is still in its infancy in

developing countries, if these are used at all, due to limited infrastructure and the attendant high costs of access" (Aribamikan, 2007).

2.1.1 What is e-learning?

Although most commonly associated with higher education and corporate training, e-learning encompasses learning at all levels, both formal and non-formal, that uses an information network—the Internet, an intranet (LAN) or extranet (WAN)—whether wholly or in part, for course delivery, interaction, evaluation and/or facilitation. "Others prefer the term online learning. Web-based learning is a subset of e-learning and refers to learning using an Internet mainly using a browser (such as Chrome or Firefox or Internet Explorer)". It can also be viewed as learning through the use of electronic devices.

2.1.2 What is blended learning?

Another term that is gaining currency is blended learning. "This refers to learning models that combine traditional classroom practice with e-learning solutions". For example, students in a traditional class can be assigned both print-based and online materials, have online mentoring sessions with their teacher through chat, and are subscribed to a class email list. "Or a Web-based training course can be enhanced by periodic face-to-face instruction". Blending was prompted by the recognition that not all learning is best achieved in an electronically-mediated environment, particularly one that dispenses with a live instructor altogether. "Instead, consideration must be given to the subject matter, the learning objectives and outcomes, the characteristics of the learners, and the learning context in order to arrive at the optimum mix of instructional and delivery methods" (Asiabeka, 2010).

2.1.3 What is open and distance learning

"Open and distance learning is defined by the Commonwealth of Learning as a way of providing learning opportunities that is characterized by the separation of teacher and learner in time or place, or both time and place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face-to-face meetings; and a specialized division of labor in the production and delivery of courses".

2.2 Advantages of ICT

Information and Communication Technologies have recently gained groundswell of interest. It is a significant research area for many scholars around the globe. "Their nature has highly changed the face of education over the last few decades. For most European countries, the use of ICT in education and training has become a priority during the last decade". "However, very few have achieved progress. Indeed, a small percentage of schools in some countries achieved high levels of effective use of ICT to support and change the teaching and learning process in many subject areas". Others are still in the early phase of Information and Communication Technologies adoption.

Many teachers use ICT to support traditional learning methods, for example, information retrieval in which students are 'passive learners of knowledge instead of 'active producers able to take part in the learning process. "In a document entitled teaching and learning with ICT, Galea (2002) explains how ICT can promote teaching and learning. According to her there are two main reasons behind increasing the use of ICT in education in UK". Firstly, ICT can change the lessons' pace: she stated that children in modern society need to develop sufficient potentials and skills that enable them to take full advantage from the new opportunities that ICT offer. "Second, there are groundswells of interest of academic researchers in UK in how technological tools can enhance the quality of teaching and learning in schools, and so help learners to achieve better outcomes". Furthermore, it has been proved that new technologies have lots of benefits on the students (Lawsent & Vincent, 1995).

2.3 Impact of ICT's on Learning & Achievement

1. "There is widespread belief that ICTs can and will empower teachers and learners, transforming teaching and learning processes from being highly teacher-dominated to student-centered, and that this transformation will result in increased learning gains for students, creating and allowing for opportunities for learners to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills, and other higher-order thinking skills". However, there are currently very limited, unequivocally compelling data to support this belief.

2. ICTs are very rarely seen as central to the overall learning process. "Even in the most advanced schools in OECD countries, ICTs are generally not considered central to the teaching and learning process". Many ICT in education initiatives in LDCs seek (at least in their rhetoric) to place ICTs as central to teaching and

learning.

3.   An enduring problem: putting technology before education. "One of the enduring difficulties of technology use in education is that educational planners and technology advocates think of the technology first and then investigate the educational applications of this technology only later".

2.3.1 Impact on student achievement

1.   The positive impact of ICT use in education has not been proven. "In general, and despite thousands of impact studies, the impact of ICT use on student achievement remains difficult to measure and open to much reasonable debate".

2.   Positive impact more likely when linked to pedagogy. "It is believed that specific uses of ICT can have positive effects on student achievement when ICTs are used appropriately to complement a teacher's existing pedagogical philosophies".

3.   'Computer Aided Instruction' has been seen to slightly "improve student performance on multiple choice, standardized testing in some areas Computer Aided (Assisted) Instruction (CAI)", which refers generally to student self-study or tutorials on PCs, has been shown to slightly improve student test scores on some reading and math skills, although whether such improvement correlates to real improvement in student learning is debatable.

4.   Need for clear goals ICTs are seen to be less effective (ineffective) when the goals for their use are not clear. "While such a statement would appear to be self-evident, the specific goals for ICT use in education are, in practice, are often only very broadly or rather loosely defined".

5.   There is an important tension between traditional versus 'new' pedagogies and standardized testing Traditional, transmission-type pedagogies are seen as more effective in preparation for standardized testing, which tends to measure the results of such teaching practices, than are more 'constructivist' pedagogical styles.

2.4 ICT's Impact on Environmental Sustainability

New research into the potential impact of information and communication technologies (ICTs) on environmental sustainability has concluded that they could have a positive or a negative effect, depending on the design of supporting policies. "The study, entitled 'The future impact of ICTs on environmental sustainability', was commissioned by the Institute for Prospective Technological Studies at the Commission's Joint Research Centre (JRC)". It sought to assess how telecommunications and information technologies would affect Europe's environmental performance between now and 2020 according to several key indicators, including: the volume of transport relative to GDP; energy consumption and the share of renewables; and the management of municipal waste.

Overall, the report concluded that: 'ICTs could improve the situation, reinforcing positive effects in the environment, or they could worsen the situation. "This suggests that environmental policies have to be designed to ensure that ICT applications make a beneficial contribution to environmental outcomes, and, at the same time, suppress rebound effects." A perfect example of this phenomenon, according to the report, is in the transport sector, in which it states that: 'Time reduction and network capacity increases by intelligent transport systems will pave the way for more demand for transport, unless measures are taken to limit growth. "The authors suggest that internalizing the cost of environmental externalities in particular by raising energy and fuel prices could bring demand down to a level where transport is no longer linked to economic growth".

2.5 The Impacts of ICT's on Students' Performance

The purpose of the present paper is to examine the relationship between the use of information and communication technologies (ICT) and student performance in higher education. "So far, economic research has failed to provide a clear consensus on the effect of ICT investments on student's achievement". Our paper aims to summarize the main endings of the literature and to give two complementary explanations. "The 1st explanation focuses on the indirect effects of ICT on standard explanatory factors. Since a student's performance is mainly explained by a student's characteristics, educational environment and teachers' characteristics, ICT may have an impact on these determinants and consequently the outcome of education". The differences observed in students' performance are thus more related to the differentiated impact of ICT on standard explanatory factors. "While ICT equipment and use rates are growing very fast in the European Union, the adoption of complementary organizational designs is very slow and differs from one institution to another". This may explain the observed differences in students' achievement.

2.6 Technological Development

Throughout the twentieth century, people received most of their information by word of mouth and from letters,

broadcasters or publishers of newspapers and books. "Today, technological development and the increasing availability of the internet have sped up and blurred the distinction between information-creator and information-receiver. Information flows are now broad, diverse, reversible and accessible". The ability of almost anybody to set up a website and begin publishing or broadcasting content has led to fundamental changes in the media. Companies and individuals can publish anything from text or images to a video using high speed and broad bandwidth digital technology. They can then deliver them direct to computers or mobile devices worldwide 2014.

3.   RESEARCHMETHODOLOHY
3.1 Survey Approach
An analysis of the social research methodologies suggests that survey is the handy tool for managers to collect primary data using questionnaire and interviews about the perceptions and attitudes of the respondents. "It is noted somewhere that questionnaire approach is the "most frequently used mode of observation in the social sciences because surveys are reportedly the excellent vehicles for measuring attitudes in large populations" (Sekaran, 2003:257).

3.2 Population & Sample
The universe or population is the entire group of items in which the researcher is interested and wishes to plan to generalize (Boyd et al., 1977:302-303). The population of interest in this research project consisted of all the 'Students' of Political Science Department in the Gomal University, Khyber Pakhtunkhwa, Pakistan while from this population, a sample of 50 students was selected by simple random technique.

3.3 Data Collection Methods
- *Secondary Sources*: All research inevitably involves the use of the book, pamphlet, periodical, and documentary materials in libraries. "Literature review is the documentation of a comprehensive review of the published and unpublished work from secondary sources of data in the areas of specific interest to the researcher (Goode & Hatt, 1952:103).
- *Primary Sources*: A structured questionnaire was prepared by first extracting variables and their related attributes from the extensive literature survey. The questionnaire included the research and demographic variables. There were two (2) demographic variables while the research variables are the violence and the voting behavior.

3.4 Tools for Data Analysis
Similarly, the descriptive tools were applied by showing the frequencies, means and other data about the research variables.

4.   RESULTS AND DISCUSSIONS
Table 4.1 Frequencies across Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	15	30.0	30.0	30.0
	Male	35	70.0	70.0	100.0
	Total	50	100.0	100.0	

Table 4.1 shows the frequencies regarding the respondents on gender basis. It shows that there are total 50 respondents, from which 15 (30%) are males and 35 (70%) are females.

Table 4.2 Frequencies across Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20000	7	14.0	14.0	14.0
	Below 40000	17	34.0	34.0	48.0
	Above 40000	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

Table 4.2 shows the frequencies regarding the respondents on income basis. It shows that the income of 7 (14%) respondents is below 2000. In the same line, the income of 17 (34%) respondents is below 40000. Similarly, the income of 26 (52%) respondents is above 40000.

Table 4.3 Frequencies across Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Natural Science	1	2.0	2.0	2.0
	Social Science	49	98.0	98.0	100.0
	Total	50	100.0	100.0	

Table 4.3 shows the frequencies regarding the respondents on education basis. It shows that only one respondent belong to natural sciences. In the same line, there were 49 (98%) respondents belong to social sciences. As the present work is the case study of Political science department, so the researcher has collected the data from the said department.

Table 4.4 Frequencies across Residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urban	22	44.0	44.0	44.0
	Rural	28	56.0	56.0	98.0
	Total	50	100.0	100.0	

Table 4.4 shows the frequencies regarding the respondents on residence basis. It shows that the 22 (44%) respondents belong to urban areas while the rest of 28 (56%) respondents belong to rural areas.

Table 4.5 Frequencies across Tongue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Urdu	3	6.0	6.0	6.0
	Saraiki	9	18.0	18.0	24.0
	Pashto	38	76.0	76.0	100.0
	Total	50	100.0	100.0	

Table 4.5 shows the frequencies regarding the respondents on tongue basis. It shows that the 3 (6%) respondents speak Urdu, 9 (18%) respondents speak Saraiki and 38 (76%) respondents speak Pashto.

Table 4.6 Frequencies across the Computer

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	78.0	78.0	78.0
	No	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Table 4.6 shows the frequencies of the respondents regarding the question that: do you have a computer at your home? From the respondents 39(78%) have replied yes while 11 (22%) of the respondents have no computers at their homes.

Table 4.8 Frequencies across the Internet availability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	56.0	56.0	56.0
	No	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

Table 4.8 shows the frequencies of the respondents regarding the question that: if you have computer then is there any facility of internet available? From the respondents 28(56%) have replied yes while 22 (44%) of the respondents have no internet facility.

Table 4.9 Frequencies across the Internet availability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	42.0	42.0	42.0
	No	29	58.0	58.0	100.0
	Total	50	100.0	100.0	

Table 4.9 shows the frequencies of the respondents regarding the question that: the availability of internet is difficult for you? From the respondents 21(42%) have replied yes while 29 (58%) of the respondents have no internet at their homes.

Table 4.10 Frequencies across the Cell Phone Net

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	62.0	62.0	62.0
	No	19	38.0	38.0	100.0
	Total	50	100.0	100.0	

Table 4.10 shows the frequencies of the respondents regarding the question that: you also used cell phone for internet in routine? From the respondents 31(62%) have replied yes while 19 (38%) of the respondents have no internet at their cell phones.

Table 4.11 Frequencies across the ICT in Gomal University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	38.0	38.0	38.0
	No	31	62.0	62.0	100.0
	Total	50	100.0	100.0	

Table 4.11 shows the frequencies of the respondents regarding the question that: in Gomal University ICT's easily available or not? From the respondents 19(38%) have replied yes while 31 (62%) of the respondents have no because they have no access to ICT.

Table 4.12 Frequencies across the Funding for ICT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	22.0	22.0	22.0
	No	39	78.0	78.0	100.0
	Total	50	100.0	100.0	

Table 4.12 shows the frequencies of the respondents regarding the question that: in Gomal University any type of funding available for ICT's? From the respondents 11(22%) have replied yes while 39 (78%) of the respondents have no because they have feel that there is no fundings for ICT.

Table 4.13 Frequencies across the use of Books for Information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	42	84.0	84.0	84.0
	No	8	16.0	16.0	98.0
	Total	50	100.0	100.0	

Table 4.13 shows the frequencies of the respondents regarding the question that: you use books for getting information? From the respondents 42(84%) have replied yes while 8 (16%) of the respondents have no because they have never used the books for getting information.

Table 4.14 Frequencies across the use of Net for Educational purposes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	45	90.0	90.0	90.0
	No	5	10.0	10.0	98.0
	Total	50	100.0	100.0	

Table 4.14 shows the frequencies of the respondents regarding the question that: how much time you have used internet for your educational purposes? From the respondents 45(90%) have replied yes while 5 (10%) of the respondents have no because they have never used the books for getting information.

Table 4.15 Frequencies across the Social Movies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 Hours	43	86.0	86.0	86.0
	1-6 Hours	7	14.0	14.0	100.0
	Total	50	100.0	100.0	

Table 4.15 shows the frequencies of the respondents regarding the question that: how much time you have spent to watch social movies on your device? From the respondents 43(86%) have replied yes while 7 (14%) of the respondents have no because they have never used the device for watching social movies.

Table 4.16 Frequencies across the belonging of Class in Society

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Upper	3	6.0	6.0	6.0
	Middle	45	90.0	90.0	96.0
	Poor	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table 4.16 shows the frequencies of the respondents regarding the question that: you belong from which type of class in the society? From the respondents 3(6%) have replied to upper class, 45(90%) of the respondents belong to middle class while the rest of 2(4%) of the respondents belong to poor class.

Table 4.17 Frequencies across the English Language

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	23	46.0	46.0	46.0
	Disagree	5	10.0	10.0	56.0
	Neutral	8	16.0	16.0	72.0
	Strongly Agree	12	24.0	24.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table 4.17 shows the frequencies of the respondents regarding the question that: English language is a problem when student use technologies? From the respondents 23(46%) have agreed, 5(10%) of the respondents disagreed, 8 (16%) of the respondents were neutral, 12(24%) of the respondents strongly agreed and 2(4%) of the respondents were strongly disagreed.

Table 4.18 Frequencies across the Un-equal Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	26	52.0	52.0	52.0
	Disagree	10	20.0	20.0	72.0
	Neutral	2	4.0	4.0	76.0
	Strongly Agree	10	20.0	20.0	96.0
	Strongly Disagree	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Table 4.18 shows the frequencies of the respondents regarding the question that: un-equal educational system is also cause of hindrance for students in gaining information? From the respondents 26(52%) have agreed, 10(20%) of the respondents disagreed, 2 (4%) of the respondents were neutral, 10(20%) of the respondents strongly agreed and 2(4%) of the respondents were strongly disagreed.

Table 4.19 Frequencies across the Watching of TV

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	6	12.0	12.0	12.0
	Disagree	22	44.0	44.0	56.0
	Neutral	10	20.0	20.0	76.0
	Strongly Agree	7	14.0	14.0	90.0
	Strongly disagree	5	10.0	10.0	100.0
	Total	50	100.0	100.0	

Table 4.19 shows the frequencies of the respondents regarding the question that: does daily watching TV enough for student in getting information? From the respondents 6(12%) have agreed, 22(44%) of the respondents disagreed, 10 (20%) of the respondents were neutral, 7(14%) of the respondents strongly agreed and 5(10%) of the respondents were strongly disagreed.

Table 4.20 Frequencies across the Information about the students of rural areas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	11	22.0	22.0	22.0
	Disagree	5	10.0	10.0	32.0
	Neutral	5	10.0	10.0	42.0
	Strongly Agree	23	46.0	46.0	88.0
	Strongly Disagree	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Table 4.20 shows the frequencies of the respondents regarding the question that: rural students are backward in information race than the urban students? From the respondents 11(22%) have agreed, 5(10%) of the respondents disagreed, 5 (10%) of the respondents were neutral, 23(46%) of the respondents strongly agreed and 6(12%) of the respondents were strongly disagreed.

5. CONCLUSION AND RECOMMENDATIONS

In Gomal University, many students consider ICT tools very helpful in that it helps them to do assignments teachers see that ICT enables students with special needs or difficulties. It also helps to reduce the social disparities between students, since they work in teams in order to achieve a given task. Students also assume responsibilities when they use ICT to organize their work through digital portfolios or projects. In addition, the study showed that ICT has significant impact on students and learning processes. By virtue of university administration and training seminars organized in this regard, ICT tools stimulate students. Indeed, an absolute majority of students in Gomal University claim to use ICT to do tasks, such as preparing assignments and sequencing classroom activities. Therefore, students plan their lessons more efficiently. ICT also help students to work in teams and share ideas related to the curriculum. There is also evidence that broadband and interactive whiteboards play a central role in fostering students' communication and increasing collaboration between educators.

Considering the findings of the study, it was concluded that information and commutations technology have significant impact in the students and their access to information. The impact were found to be relevant to senior students in ICT providing solutions to specific problems of curricula, ICT enhance qualitative and quantitative.

5.1 Recommendations

Based on the findings of this study, the following recommendations were given as follows:

1. The management of the institution should as a matter of urgency put more ICT facilities and equipment in providing solutions to specific problems of curricula.
2. The management of the institution should recognize the impact and applicability of ICT to enhance qualitative and quantitative decision-making in the successful academic output.
3. The high ups should make the compliance of ICT facilities more relevant to encourage skill acquisition and competence of the students.
4. The administrators should show more interest in the use of ICT tools to guarantee effectively administrator the learning process of the students.
5. The administrators should build more confidence in ICT tools in having capacity to handle and process data within a fastest desired speed.

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