PERCEPTIONS OF UNDERGRADUATE ON THE USE OF DIGITAL DEVICES ON CONFLICT RESOLUTION IN ACADEMIC INSTITUTIONS IN KWARA STATE NIGERIA

By

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CERTIFICATION

This is to certify that the research project titled **"*Perceptions of Undergraduate on the Use of Digital Devices on Conflict Resolution in Academic Institutions in Kwara State Nigeria*"** was carried out by Abdulkareem Lukman Opeyemi. The project has been read and approved as meeting the requirements for the award of National Diploma (ND) Degree in Library and Information Science in the Department of Library and Information Science, Institute of Information and Communication Technology, Kwara State Polytechnic, Ilorin.

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DEDICATION

This project is dedicated to Allah (SWT) for being my ultimate source of strength and inspiration. In Him, I derived all powers needed to live, weather the storms and become an embodiment of hope to myself and the people around me.

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TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

1.2 Statement of the Problem

1.3 Research Objectives

1.4 Research Questions

1.5 Significance of the Study

1.6 Scope of the Study

1.7 Operational Definition of Terms

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

2.2 Conceptual Review

2.3 Appraisal of Literature Review

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research Design

3.3 Population of the Study

Abstract

This study examines the perceptions of undergraduate on the use of digital devices on conflict resolution in academic institutions in Kwara State Nigeria. A survey design was adopted in this study. The population of this study comprised of undergraduate student from the University of Ilorin, Federal polytechnic, Offa and Kwara state college of Education, Ilorin. Sampling technique used for this research was probability sampling technique since all the subjects had an equal chance of inclusion in the sample, and simple random sample was used to determine the respondents. Data obtained was then presented and analysed using simple percentage and frequency table. Furthermore, result of findings revealed that undergraduate in the study area positively of use digital devices on a daily basis for sharing information. Also, result shows that they also use their digital devices to connect with both their lecturers and colleagues on academic related activities and other information search endeavors.. However, findings of this study indicated that few of the respondents agreed to use their digital device for entertainment purposes alone, majority of the respondents disagreed which

implies that digital devices are multifunctional and can be used for entertainment as well as academic activities. Finally, this study recommended that there should be improvement on communication channel institution-wide as it has been observed that majority of undergraduate students interacts with their colleagues, lecturers and other managements through the use of digital technology frequently.

Keyword: Perceptions, Undergraduate, Use of digital devices, Conflict resolution, Academic institutions, Kwara State Nigeria.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The incessant advancements in technology have made the world into a global space in which occurrences at a particular part of the world affects people living in an entirely different part of the world (Winterhalder, 2017; Shaibu, 2016). With the use of digital internet-connected devices such as smartphones, I-pads and laptops, it is very much easy for people to communicate with one another regardless of any barrier (Weidmann, 2015). The use of Information Communication Technologies (ICTs) and the diffusion of digital devices coupled with improved Internet access has brought about changes within the society's institutional structures which include the social, cultural, political, economic and educational institutions (Mancini, 2013) thus, resulting in the increased use of digital devices to meet the dynamic needs of people and also, as a means of communication in all spheres of life.

In this present day society, digital means of communication has become prevalent as we all mostly prefer to send e-mails, text-chat, face-time, skype and make tele/video conference to interact with one another and even attend meetings on digital platforms rather than to meet directly or connect through face-to face meetings (Schmitz, 2018). Through the use of digital devices, social media platforms such as WhatsApp, Twitter and Blogs offer people new and varied ways to communicate via the internet, be it through their laptops, mobile phone or other digital devices and this means of transferring information has become a top priority for the media, professionals, politicians, businessmen and students as well (Akanbi, Ishola &Bahago, 2014). Communication techniques have been greatly impacted with the use of digital devices which is fundamental in responding to the changes in our society and these

digital devices are also considered as major actors in conflicts that arise in the society owing to their communicating channels (Malakwen, 2014).

Conflicts amongst students of Colleges of Education, Polytechnics and Universities in Nigeria is at disturbing rate especially with government-owned Institutions. Igbinoba, Osinbajo and Salau (2016) maintained that the Nigerian university system seems to have been crippled by both internal and external conflicts which consequently affects the mandates of these institutions. He further stated that the validity of the statement is proven by the poor performance of our universities on the ranking tables. Meanwhile, conflicts among undergraduate students are often caused by various factors such as struggle for political participation, struggle for student's welfarism, insufficient access to resources, lack of respect for constituted authorities, etc. which tend to disrupt academic activities in these institutions (Adeyemi, 2009).

While Digital devices as communication tools can be used to aggravate violence amongst undergraduate students through the circulation of spiteful messages, they can as well be used to convey messages that could help prevent or manage unrest and conflicts in higher institutions of learning. The United Nations Development Programmes (UNDP) in its issue maintained that to prevent conflict, new technologies can be used to provide novel ways through which potential conflicts can be combated by making informed decisions (UNDP, 2012) and also, the fast rate at which information is generated, exchanged, and acted upon through the use of digital devices serves as a major determinant to make sure stakeholders are able to quickly respond and address conflicts before it intensifies (UNDP, 2012).

This research work will therefore, examine the influence of the use of digital devices on conflicts and conflict resolution while providing instances through which their present and forthcoming social applications can be used for effective communication as perceived by undergraduate students in an academic environment. This study aims to stimulate thoughts on how these devices could be exploited in the future in order to bring about reduction in

instances of conflicts, and also identify the challenges that exist with the use of Digital Devices for Conflict Resolution in an Academic institution.

1.2 Statement of the Problem

The effect of the use of Digital Devices on Conflict Resolution depends on the party using the devices, the way they use it and the contents contained in the Information being disseminated which can either serve a positive purpose or a negative one, which tends to show the criticality of the use of digital devices as communications tool in conflict and conflict resolution in an academic institution. Using Digital Devices in an academic environment has afforded undergraduate students the opportunity to positively showcase and communicate their aspirations to the world through different blogging sites and other social media platforms. Besides using these technologies in this light, students also exploit these platforms to incite conflicts and disrupt peace in the academic environment which often results in questioning the integrity of information gotten from these platforms. This Research study is therefore, concerned with enquiring into some relevant issues revolving around the influence of the use of digital devices for information sharing, how communication-initiated conflict through the use of digital devices can be managed in an academic institution, how the credibility and authority of Information influence conflict and conflict resolution, and also identify challenges that may hinder the use of Digital Devices as a tool for Conflict Resolution, as perceived by undergraduate students in higher academic Institution of learning in Kwara State

1.3 Objectives

The general objective of this research work is to determine the Influence of the Use of Digital Devices on Conflict and Conflict Resolution as perceived by Undergraduate Students in selected academic institutions in Kwara State Nigeria. The specific objectives of the study are to:

1. Determine the use of digital devices for sharing information amongst undergraduate students in an academic institution.

2. Determine the views of undergraduate students on conflict and conflict resolution through the use of digital devices in an academic environment.

3. Determine the perception of undergraduate students on the use of digital devices in periods of conflict.

4. Determine how digital devices can be used positively in promoting conflict resolution in academic institutions.

5. Identify the challenges of using digital devices as a tool for conflict resolution in an academic environment.

1.4 Research Questions

The following research questions were formulated to guide the study:

1. How does undergraduate students make use of digital devices in sharing information in an academic Institution?

2. What are the views of undergraduate students on conflict resolution through the use of digital devices in an academic environment?

3. How does undergraduate students perceive the use of digital devices in periods of conflicts?

4. How can digital devices be used positively to promote conflict resolution in academic institutions?

5. What are the challenges of using digital devices for conflict resolution in an academic environment?

1.5 Scope and Limitations of the Study.

This Research Study concentrates on determining the Influence of the Use of Digital Devices on Conflict and Conflict Resolution as perceived by Undergraduate Students in selected Academic Institution in Kwara State, Nigeria. Geographically, the study was limited to Kwara State in North-Central Nigeria. Furthermore, the study will be limited to the University of Ilorin, Federal Polytechnic, Offa and Kwara state college of education, Ilorin. These academic institutions are selected in order to determine the instances of conflicts as well as relative peace across all type of academic institution in Kwara state. On the other hand, the Digital Devices will be delimited to Mobile phones, Laptops, iPad and PDAs which are believed to be the most influential means of accessing and disseminating information amongst undergraduate students in an academic environment.

1.6 Significance of the Study.

This research study is equipped towards creating an awareness on the significance of communication through the use of digital devices in an academic environment of learning in Kwara State. The study would empower both the students and managements of academic institutions on the strategic communication processes, procedures and methodologies that can be utilized to foster peace and tranquility in the academic environment.

Recommendations from this research finding would be instructive and also provide an insight into the potentials and limitations of digital devices as communication tool in an academic environment. The empirical nature of this study gives it greater credibility because it will take into cognizance varieties of student's view across the selected institutions which will be represented objectively.

This research work would also be of benefit to other organizations besides the academic institution to enable them recognize and use digital devices that are effective in communication processes in order to achieve a successful information sharing within and outside the organization, identify challenges associated with the use of Digital Devices as a

communication tool and also suggest ways to promote peace across the Academic Institution and the country in general. It will also serve as areas for further research and study for other communication and information scholars and researchers.

1.7 Definition of Terms

The following terms are defined according to how they were used in this research work.

1. **Academic Institution:** is an educational organization dedicated to higher education and research, which grants academic degrees.

2. Conflict resolution: is a process of managing a conflict and negotiating a solution by using communication processes to overturn the negative ambiance of a situation to a positive one in order to achieve a peaceful outcome.

3. Digital devices: are tools or resources which are used in the process of communication through digital formats such as laptops, smart phones, iPad and Personal Digital Assistants. (It is pertinent to note that Digital Devices, Mobile Devices and Digital Technology will be used interchangeably in this study).

4. Influence: the effect of something on a person, thing or an event.

5. Perception: an individual's view, ideas or understanding of a particular situation.

6. Undergraduate student: are students of higher educational institution who are still undergoing formal training to obtain their academic degrees.

7. Use: the work for which a device was created; in this case, the digital device was designed for communication purposes.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter examines the scholarly works, points of view and methodologies of eminent researchers in the field of communication science, other related fields as well as those that deals with conflict and conflict resolution which are adapted in order to achieve the goals and objectives of this study. The dependent and independent variables contained in this research work will be examined using various sub-headings.

2.1 Conceptual Review

The key concepts that will be reviewed in this study are as follows:

1. Digital devices

2. Academic Institution

3. Undergraduate Students and the Use of Digital Device

4. Conflict in Academic Institution's context

5. Conflict Resolution

6. Use of Digital Devices for Conflict Resolution

2.1.1 Digital Devices

The fourth Industrial Revolution, also known as the 'digital revolution' merges both the human and technological capacities in an exceptional way which in turn brings about massive economic possibilities as well as uncertainties about the changes inherent (Schäfer, 2018) hence, putting the whole world at a point of revolutionary beginning (Suganya, 2017) that is fundamentally changing the way we do things, the kind of houses we live in, the type of work we engage in, and the manner with which we interact with one another (Schwab, 2016). According to Schwab, one needs to ruminate over the unlimited possibilities of having billions of people who are connected around the world by the use of digital devices such as smart phones, iPad, tablets, laptops and computers connected to the internet and with which

the numbers of these devices are expected to increase intensely within the next few years, with an estimated projection ranging from several billions to more than a trillion (Schwab, 2016). Lee et al. (2018) noted that digital revolution is creating some completely new methods that transform the way in which individuals engage and collaborate with institutional structures and that existing in a digital world has changed drastically over the years. Over a decade ago, it was limited to just having a mobile phone number, an email address and perhaps a personal website but now, people's digital presence is viewed as their mode of digital interactions, which can be seen through a vast number of online platforms and media…... such as a Facebook page, WhatsApp account, Twitter account, Instagram page, LinkedIn profile, Blogging sites, and often many more (Schwab, 2016).

As the digital revolution still unfurls the world, the technologies of the Fourth Industrial Revolution offer opportunities for the general public and its auxiliary associations to convey ground-breaking new devices to accomplish their institutional objectives by consolidating the utilization of the web, cell phones other information and communication technologies effectively (WEF, 2019). The United Nations Educational, Scientific and Cultural Organization in its report identified digital devices to incorporate any compact, connected technology, for example, fundamental cell phones, smart mobile phones, tablets, netbooks, tablets, iPads and personal computers (UNESCO, 2013). According to Göksu & Atici (2013), Digital Devices can be identified as follows:

a) Laptop: and its other kinds known as notebook, are of the compact gadgets that are generally utilized in our everyday life and they can have all the properties of a normal personal computer. These laptops allow its users to acquire the information they want by means of USB cord, WIFI, remote system, Bluetooth and infrared devices regardless of time and place.

b) Tablet PC: is one of the most popular personal computers of our time which is portable, smaller than a notebook computer but larger than a smart phone, and it

makes the exchange of data and information easy using its web gadget and storage facilities. It is mostly having 7 or 10.1 inch-contact screen.

c) PDA (Personal Digital Assistant): otherwise called palmtop computer, is a mobile device that performs its functions as a personal information manager such as keeping names or addresses and its portable and able to connect to the internet. Improvements in technology have reduced the size of computers and given its place to PDAs.

d) Smart Phone: is a sort of specialized gadget that has been structured by including the highlights of PDA. Owing to its features including mobile operating system and numerous applications, they are exceptionally normal gadgets utilized effectively in all regions for various purposes.

In the works of Gallardo-Echenique, Marqués, and Bullen (2015), digital technology is used to refer to a wide range of devices, gadgets, programs and resources that are involved in the storage and transmission of information in advanced format, for example, personal computers, the Internet, e-mail, cell phones and other mobile devices, cameras, computer games and what have turned out to be known as Web 2.0 technologies (e.g. blogs, wikis and social networks). These technologies all support an increasingly dynamic, participatory role for users by allowing them to obtain, create and share information with one another, (Darwish & Kamaljit, 2011).

Developments in mobile technology is going through a revolutionary period while human beings evolve also. The recent years have witnessed improvements in mobile technologies which has included the hardware, software, and network communications (Samaha & Hawi, 2016). Subsequently, pioneers of versatile advances like cell phone producers and portable administrations/applications engineers contend to draw in the undeniably developing wide area of portable clients to satisfy their requests. With the use of a smartphone, an individual can make calls, send messages via email, watch and share pictures, videos, play games online, listen to music, monitor appointments, surf the Internet, make

voice calls, check news and weather update and use various applications designed for chat, voice calls and messaging such as WhatsApp, twitter and the likes (Samaha & Hawi, 2016). The use of digital technologies, for example, mobile smartphones and laptop computers, allows for easy access of social media by users and have generously expanded the take-up of web-based social networking thereby making the ownership of these devices increase sporadically (Mohammed, 2017).

2.1.2 Academic Institution and the Use of Digital Devices

Digital technologies have been well established to possess the capability to upgrade student learning abilities with enhanced variety of access to advanced education and the delivery of personalized form of learning to students which are unmistakably basic to the eventual fate of university training all over the world (Henderson, Selwyn & Aston 2015). Academic programs are presently being driven by the trends in web 2.0 technologies in digital literacy skills, education, globalization, and collective intelligence (Mutula, 2013). The recent advancements in technology has changed the dimension through which education is being appraised (Shahroom and Hussin, 2018). Thus, academic institutions these days, attempts to upgrade the expert experience and aptitudes of their staff so as to productively use the new advancements in their teaching activities and also, undergraduate students as well upgrade their learning proficiencies on a daily basis through the use of these technologies (Darwish & Kamaljit, 2011).

Prabavathi & Nagasubramani (2018), posits that Oral communication is more effective when you need to communicate with someone on an instant basis or give full detailed explanation of an event, keep matters private, have a direct relationship with the person you are talking to and also, to avoid complexities and ambiguities of information context. However, the use of digital devices and social networking sites in an academic environment has been viewed as valuable in an attempt to support educational endeavors by facilitating communication amongst students, their daily interactions on campus and

collaboration with their tutors and promotion of academic values (Dafoulas & Shokri, 2014). The mission of academic institution has always been to educate but its environment changes with digital revolution being the main driver of change which has invariably impacted the learning, teaching and communications techniques in academic environment (Bexheti et al., 2014).

2.1.3 Undergraduate Students and the Use of Digital Devices

Mango (2015) reported in his research that the use of tablets amongst undergraduate students have a positive impact on their interaction with learning. There is also at present an inclination to suggest that today's university students are different from those of previous generations regarding the manner in which they learn, utilize digital technology and interact with each other (Gallardo et al.2015). Mobile devices are increasingly becoming integrated into various aspects of our daily lives and undergraduate students are not exempted; smartphones and other digital technologies are being used in many academic institutions as a classroom tool to engage and support undergraduate students in communicative, collaborative, supportive, and constructive activities. (Ali, 2014). Most students find it very easy to use mobile digital devices because these devices come with features such as large screen, various application programs, audio-visual software applications, high processing ability and lasting battery power (Mango, 2015).

The extent to which the students of this generation tend to make use of digital technology has earned them several names which has been coined by various researchers to include… "digital natives", "Millennial", "Net generation" amongst others (Koeller, 2012; Lai & Hong, 2014; Smith, 2012). A group of researchers proposed to unify these concepts under the term "digital learners" as they consider it the most useful term because it offers a more universal vision of the 21st century student (Gallardo-Echenique et al., 2015). To support this notion, Henderson (2015), maintained that the imperative for technologically driven forms of higher education is seen to be intensified by the varying backgrounds and

natures of the individuals now entering academic institutions as undergraduate students. He further noted that although, identifying the new generation of students as 'digital natives' has been criticized, it is still evident that these newly admitted students into the higher education system are more digitally adept and more proficient in the use of digital devices than their predecessors (Henderson, 2015).

It has been observed that undergraduate students are more technically well-informed with the use of social media, social networking, mobile learning and computer technology as they make increased use of blogging sites, e-mails, Facebook, Instagram, Twitter, WhatsApp, Snap chat, text-messaging applications and other new forms of social networking throughout their daily activities (Abbas, Jaffar, Mohammad and Shaher, 2019). Existing in a digital age has connected education with social presence, work and other social activities which are all experienced on the internet (Spangler, Rodi, and Kiernan, 2016) thereby requiring undergraduate students at present needs to possess the ability to manage and make use of information easily, personally and professionally in this contemporary age by acquiring skills that is necessary for them in collecting, analyzing and understanding data and information which will assist them in making good decisions for present and future achievements (Matt, 2018).

Undergraduates use of digital technology on a daily basis have impacted a lot on their education by facilitating news ways through which learning can be acquired (Dias & Angelin, 2017). However, there are some challenges that undergraduate students may face in a bid to utilize his/her digital devices in an academic environment. Popular amongst them is the inconsistent or the inadequate internet facilities in most academic institutions, named access constraints (Johnson et al, 2016), which may stand as an hinderance to effective and efficient sharing of information. Other identified challenges are inadequate digital skills of undergraduate students (Dias & Angelin, 2017) and the issue of epileptic power supply across the country, specifically, in Nigeria's context.

2.1.4 Conflict

Conflicts according to Spaho (2013), are typical in any organization since individuals have various sentiments, and not everybody can acknowledge other individuals' differing opinions. He also opined that too many conflicts are dangerous for an organization likewise not having conflicts at all. In Jeong, (2010), Conflict is viewed as being manifested through adversarial social action, involving at least two actors with the declaration of differences often accompanied by extreme threats. Ramani and Zhimin (2010) described Conflict as having opposing opinions and views about situations, it can also be an intrapersonal conflict when you feel unhappy about a circumstance that contrast with your individual belief and values, and also, conflicts can also be said to consists of those actions that we exhibit to express our feelings and portray our perceptions in such a way that can interfere with other people's point of view (Ramani & Zhimin, 2010).

According to. Olaleye & Arogundade (2013), Conflict entails disagreement between two actors and is characterized by these actors finding it difficult to settle the differences between them. They further stated that academic institutions are not immune from conflict as they also consist of people who co-exist to form the institution; hence, conflict is expected to occur. Fatile & Adejuwon (2011) also supported this fact by viewing conflict as an attendant characteristics of human communication which cannot be eradicated and it exist at every levels in all institution which causes deep rifts; however, managing it properly can bring about its transformation which is essential for peace and development and also bring forth the institution in a better light. Some conflicts are profitable in the sense that they bring about creative considerations, new invention and possibility of change in doing things by provoking new course of actions and unforeseen achievements or can likewise result in destruction of the organization if not properly managed (Mancini and O'Reilly, 2013).

Lim & Yazdanifard (2012) identified two type of conflict namely- Task conflict which deals more on differences of ideas and viewpoints and focuses on strategies that can be

used to resolve this type of conflict while the other, Relationship conflict deals with the interaction between people, difference in values, morals and norms. Causes of conflicts according to Mukoro (2013), includes Communication barriers which ensues from poor communication, information overload or the total lack of information; Situational factors such as damaged or inadequate facility on campus; management style of overseeing activities on the campus; and Value conflict which results from differences in opinions and perspectives on issues that cut across the academic institution.

2.1.5 Conflicts in an Academic Institution's context

Conflicts within the academic environment is on the increase and it varies from institutions to institutions based on their size, population of students, location of the institution, type of unionism operated within the institution and the governing body managing the institution (Osakede, 2018). Conflicts on campuses can be incredible at times because academic institutions are confronted with various pushes and pulls from external and internal sources which influence conflicts that occur (Hamayun et al. 2014). The academic environment is bound to experience countless conflicting situations which can result to a highly argumentative environment (Adegbonmire, 2016), some of these conflicts are in fact unique to the individual academic institution such as those relating to academic freedom, research, and the micro-managing of staff matters by members (Adkins, 2017). In addition, questions encompassing a wide scope of subjects, for example, standards about undergraduate students dating on campus, lewd behavior, approaches, or undergraduate misconduct codes may equally be grounds explicit. However, the effective management of conflict and putting in place good strategies are imperative for growth and development in any organization (Osakede, et al., 2018).

Etadon (2013) concluded that conflicts within the academic environment can be considered as the most intractable form of conflict in any organization. For the fact that every structural part in an academic institution is expected to work together harmoniously in order

to achieve the institutional goals and objectives, instances of conflicts and disagreements are bound to occur at various intervals (Ndum & Okey, 2013). The conflicts among undergraduate students are often caused by various factors such as struggle for political participation, struggle for student's welfare, insufficient access to resources, lack of respect for constituted authorities, etc. which tend to disrupt academic activities in the institutions (Adeyemi, 2009). The consequences of these conflicts can come in any form ranging from protest (peaceful or non-peaceful), to badgering to destruction of school property and even strike actions. Udeme (2014) also pointed out the fact that prevailing actors of conflict in an academic institution consist of the individual student, school managements, the government and other agents that could possibly benefit from such a conflict while these conflicts incur devastating consequences on academic programmes (Johnson & Hoba, 2015).

2.1.6 Conflict Resolution

Conflict resolution has been defined as the process of attempting to resolve a dispute or a conflict (Ramani & Zhimin, 2010) by negotiating a solution using communication processes to overturn negative ambiance of a situation to a positive one to achieve a peaceful outcome. According to Jeong (2010), conflict resolution occurs when all parties involved in the conflict are willing to come together and develop a variety of option to dissolve the rift among them and also reach an agreement on the possible outcomes. He further said that conflict resolution is successfully achieved when the ultimate resolution meets the requests of all the parties involved and there is a possibility of a relative win-win solution for all involved (Jeong, 2010).

Resolution of conflicts can also be seen as a variety of approach employed in ending conflicts by taking care of issues specifically from the managements in order to achieve a dispute free environment. In this regard, conflict is seen as menace that should be avoided at all levels in an organization thereby putting in place a number of measures to counter conflict before they surface. Having the knowledge to resolve conflicts enables the management of an

organization to build a lasting relationship with all the parties the organization have contact with, which in turn creates a conducive environment for all and sundry.

For effective resolution of conflict in an academic environment, there should be free flow of information which can be enhanced by the use of digital devices in order to make cogent information get to numerous people within the shortest period of time (Mukoro, 2013).

2.1.7 Use of Digital Devices for Conflict Resolution

Progressive developments in communications technology has changed the conduct of conflicts, violence and the manner with which resolution is achieved in this present world (Chebii, 2015). Roberts & Gauthier (2017) expounds that our use of the internet, social media platforms and associated digital technologies is significantly transforming the manner through which violent or conflict are accounted for, examined and followed up on. Ngige, Badekale & Hammanjoda (2016) in their study also places that social media platforms such as Twitter, Instagram, Facebook and WhatsApp is a critical tool for communication, getting information as well as entertainment purposes as it enable users of the platforms to air their views and personal opinions through the use of their mobile phones or other digital devices and as well make broadcast of reports widely to shared groups of interest. These mobile and other digital devices has the capacity of capturing real life events on camera and making of videos which can be uploaded to the different social media platforms on an instant basis and this gives much more detailed, visual and precise evidence of situations than it used to be via the mainstream media (Roberts & Gauthier, 2017).

There has been quite a number of studies on the relationship between the use of digital devices for communication purposes and conflict. However, majority of these scholars only examined the negativity attached to the use of digital devices as a means of fueling and intensifying conflicts in the society. Not much has been said about the capacity of digital devices in bringing about resolution to conflicts when used in communicating peace,

unbiased and objective messages to the public (Auwal, 2015). The use of digital devices helps information to flow appropriately using the right communication channel and as Mancini (2013) put it, digital devices are the most substantial innovation created by technological advancements that prompt individuals to engage in conflict- prevention initiatives in their prospective societies and the world at large. Both the government and international organizations have been known to make use of digital technologies in accessing information and promoting peace-oriented policies all over the world, but to some extent, this mode of operation has remained solely the responsibilities of the world powers (Mancini, 2013).

However, in today's society, digital devices in its varieties are one of those measures through which members of the general public can as well contribute to world peace by 'getting the word out' earlier and disseminating useful information at the right time through their digital device and the use of the web (Mancini, 2013). The use of ICTs as a platform to generate and disseminate information about crises has helped reduce the gap that exist between identifying conflicts and responding to it in order to quickly avert or reduce it to the barest minimum (ICM, 2017). The use of digital devices as communication tool has the capacity to affect the conduct of an individual negatively or positively depending on the type of information that is being disseminated, the channel of transmission and the intention of the sender which makes these devices a critical tool for communication purposes (Weidmann, 2015 & Auwal, 2015).

2.2 Appraisal of Literature Review

The review of literature for this research work has focused on the influence of the use of digital devices on conflict and conflict resolution. The conceptual explanations on the use of digital devices has revealed that digital technologies have been well established to facilitate learning abilities of undergraduate students within which teaching, learning and communications skills in the academic sector have been greatly impacted. Another

observation made from the literature is the general agreement that the 21st century undergraduate student are more digitally adept and proficient in the use of digital devices than their predecessors, thus connecting education, work, social experience and other related activities with the use of digital devices.

The types of digital devices identified in this literature review include Laptops, Tablet PC, Personal Digital Assistant (PDA), Smart phones and other mobile devices. These range of devices and their social media platforms such as e-mails, WhatsApp, Facebook, Twitter, LinkedIn, Instagram and Blogs coupled with the use of internet all support an increasingly dynamic roles of its users by allowing them to acquire, develop, and disseminate information with one another. The use of digital devices allows for easy access to information and have expanded the web based social networking thereby, relatively bridging the gap between information rich and information poor.

The literature review further emphasized the use of digital devices for conflict resolution by highlighting the ability of these devices in capturing real live events which can be used to give detailed accounts of situations than mere speculations, prompts individuals to engage in conflict-prevention initiatives in their prospective societies and improve the way through which relevant information are disseminated across groups and individuals. It can be deduced therefore that, digital devices have an enabling capacity to promote conflict resolution in any given institution by making use of these devices positively to disseminate credible and reliable information which is meant to enlighten as well as contribute to the general peace of the society.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter explains the method and procedure that was used in data collection and data analysis which are instrumental in achieving the set objectives as well as giving answers to the research questions put forward in this study. The methodology of this study covered the following sub-heading: Research Design, Population of the Study, Sample Size and Sampling Technique, Instrument for Data Collection, Validity and Reliability of Instrument, Procedure for Data Collection and Method of Data Analysis.

3.1 Research Design

This study employed the survey research design which involves the collection of data and information about facts that will assist in the process through which research questions will be answered. According to Peniel (2016), the survey design is effective in the collection of data from a large number of people to decipher their perspective, opinions and point of views on a given study. A survey design is adopted for this research owing to the large population contained in it, since this method is apt in collecting large amount of data and for easy analysis of data.

3.2. Population of the Study.

The population of a study can be defined as the total number of people or items (unit of analysis) having the characteristics that one wishes to conduct a research study on (Bhattacherjee, 2012). The population of this study comprised of undergraduate student from the University of Ilorin, Federal polytechnic, Offa and Kwara state college of Education, Ilorin. The population was selected using proportional representation for the study and focused only on the Students learning in these identified Academic Institutions. The estimated population is as follows:

Table 3.2.1. Estimated population of undergraduate students in the selected academic institution

S/N	ACADEMIC INSTITUTION	NO OF UNDERGRADUATE STUDENTS
1.	UNIVERSITY OF ILORIN	44,919
2.	FEDERAL POLYTECHNIC, OFFA	13,500
3.	KWARA STATE COLLEGE OF EDUCATION	6,051
	TOTAL	64,470

3.3. Sample Size and Sampling Technique

Sampling according to Singh (2014), has to do with the process of selecting a subset of individuals from within a population in order to estimate the characteristics of the whole population. In other words, a Sample represents a smaller group of the study's population from which necessary data for the research conducted would be obtained strategically. To get a well representative result, it is important to adopt an appropriate sampling method and sampling size for easy analysis of the statistics generated from the research study. Owing to the difficulty of assessing the entire academic institution in Kwara State, the Academic Institutions were stratified according to types, that is, University, Polytechnic and College of Education. One out of these types were purposively chosen making it three academic institution that was selected for this study. This selection was made in order to find out the perceptions of undergraduate students across the types of Academic Institution. The population of undergraduate students in the selected academic institution is 64,470. The sample size chosen was approximately three hundred and ninety-eight (398) which is equivalent to 0.62% of the total population. The 398 chosen sample was divided amongst the three schools based on their respective population. Therefore, the sampling technique used for this research was probability sampling technique since all the subjects had an equal chance of inclusion in the sample, and simple random sample was used to determine the

respondents. This kind of sampling allows for generalization to the larger population, which the researcher intended to achieve. To determine the sample size of the population, Slovin's Formula was used. This formula uses the normal approximation with a 95 per cent confidence level and 5 per cent error tolerance. The formula is given as follows:

Slovin's formular:

$n=N/(1+(Nxe^2)$

Where:

n= Sample size

N= Total population

margin of error (e)= 0.05

n= 64470/(1+64470x0.05x0.05)

n= 64470/(1+161.2)

n= 64470/162.2

n= 397.5 ~ 398

Using the formula, the population size of each sampled university would be stated in Table 3.3.1 and the total sample size is 398.

Table 3.3.1. Sample Size table of Undergraduates in Selected Academic Institutions

S/N	Academic Institution	Population (Undergraduate student)	Percentage in Population	Sample (n=398) Sample Size
1.	UNIVERSITY OF ILORIN	44919	69.7%	277
2.	FEDERAL POLYTECHNIC, OFFA	13500	20.9%	84
3.	KWARA STATE COLLEGE OF	6051	9.4%	37

EDUCATION

TOTAL	**64470**	**100%**	**398**

3.4 Instrument for data collection

Questionnaires was the instrument used in collecting data from the identified respondents. This questionnaire was adopted and modified by the researcher to assist in gathering replies from the respondents. The questionnaire was titled "Questionnaire on the Influence of the Use of Digital Devices on Conflict and Conflict Resolution: Perceptions of Undergraduate Students in Selected Academic Institutions in Kwara State Nigeria".

3.5 Validity and reliability of instrument.

The Validity and Reliability of Instrument is the accuracy and consistency of survey/questionnaire which forms a significant aspect of research methodology (Taherdoost, 2016). The ability of a research data to give consistent result when its variants are placed under the same conditions makes it reliable. In order to ensure contents and construct validity mechanism, the instrument for data collection in this study was given to three senior lecturers within the department who are research specialists for appropriate scrutiny and evaluation before the instrument was administered to the respondents.

3.6 Procedure for data collection

The Questionnaire designed for this study titled "Questionnaire on the Influence of the Use of Digital Devices on Conflict and Conflict Resolution: Perceptions of Undergraduate Students in Selected Academic Institutions in Kwara State Nigeria." was administered to the undergraduate students during the period in which the institution was active and in session in order to ease the accessibility of the researcher to the students who serves as respondents to this study.

3.7 Method of data analysis

Collected data from this study was analysed using descriptive statistics of Frequency Count and Percentages and was properly analyzed through the Statistical Package Social Science (SPSS) software.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION OF FINDINGS

4.0. Introduction

This chapter entails presentation, analysis and interpretation of data collected through the questionnaires that was administered for use in this study. This chapter mainly used descriptive statistics of frequency count and percentage distribution to analyze data.

4.1 Presentation of Results

This subsection entails the analysis, presentation and analysis of the respondent's demographic data. It begins by analyzing the respondents' demographic features and this is followed by analyzing appropriate questionnaire items meant to answer the research questions earlier raised in this study. A total of three hundred and ninety-eight (398) copies of the questionnaire were administered to students in the selected academic institutions in Kwara State and all copies were returned and deemed usable, constituting 100% response rate. The data analyzed quantitatively are then interpreted in the paragraphs following the frequency tables and charts.

Table 4.1.1: Demographic Features of Respondents

S/NO	Features		Frequency	Percentage
1.	Gender	Male	222	55.8%
		Female		44.2%
			176	
		Total		100%
			398	
2.	Age	16 – 20 years	92	23.1%
		21 – 25 years	297	74.6%

		26 – 30 years	9	2.3%
		31 – 35 years	0	0.0%
		36 years & above	0	0.0%
		Total	398	100%
3.	Marital Status	Single	385	96.7%
		Married	13	3.3%
		Others	0	0.0%
		Total	398	100%
4.	Institution	UNILORIN	277	69.6%
		FEDPOFFA	84	21.1%
		KWSCOED	37	9.3%
		Total	398	100%
5	Department	LIS	84	21.1%
		A&B ENG.	1	0.3%
		AGRIC	8	2.0%
		ART & S. S	8	2.0%
		BUS	20	5.0%
		C. LAW	11	2.8%
		CIVIL ENG.	20	5.0%
		CSC	5	1.3%
		EDUCATION	7	1.8%
		ICS	5	1.3%
		LANG.	6	1.8%
		LAW	1	0.3%
		LIS	47	11.8%

	MASSCOM	10	2.5%
	PES	81	20.4%
	SCIENCES	7	1.8%
	SOC	31	7.8%
	SOW	17	4.3%
	STA	10	2.5%
	TCS	10	2.5%
	VOCATION	8	2.0%
	Total	398	100%
6.	Level	100	50	12.6%
	200	43	10.8%
	300	19	4.8%
	400	165	41.5%
	HND 1	11	2.8%
	HND 2	49	12.3%
	OND 1	16	4.0%
	OND 2	8	2.0%
	ONE	15	3.8%
	TWO	15	3.8%
	THREE	7	1.8%
	Total	398	100%

Table 4.1.1 Indicates that the most represented gender was the male category (222; 55.8%), while their female counterparts had 44.2% representation. This suggests that although, the males were slightly above average proportion of representation, the study was slightly dominated by the male gender. Also, the most represented age category in this study was

21years to 25years (n= 297; 74.6%), while those who were between the ages of 16years to 20years (n=92; 23.1%) and 26years to 30years (n=9; 2.3%) were in the minority. This implies that the study was dominated by students within the ages of 21 years to 25 years. The study was dominated by students who are single (385; 96.7%). University of Ilorin has the highest percentage of respondents (277; 69.6%) owing to its large population, followed by Federal polytechnic, Offa (84; 21.1%) and Kwara State College having the minority (37; 9.3%). The percentages of each departments across the institutions are: UNILORIN (A&B ENG: 0.3%; AGRIC: 2.0%; BUS: 5.0%; C.LAW: 2.8%; CIVIL ENG: 5.0%; CSC: 1.3%; ICS: 1.3%; LAW: 0.3%; LIS: 11.8%; MASSCOM: 2.5%; PES: 20.4%; SOC: 7.8%; SOW: 4.3%; STA: 2.5%; TCS: 2.5%), FEDPOFFA (LIS: 21.1%) and KWSCOED (ART & S.S: 2.0%, EDUCATION: 1.8%, LANGUAGE:1.8%, SCIENCES: 1.8%; VOCATION: 2.0%). The level represented all together are: 100(12.6%), 200(10.8%), 300(4.8%), 400(41.5%), HND 1(2.8%), HND 2(12.3%), OND 1(4.0%), OND 2(2.0%), ONE (3.8%), TWO (3.8%), and THREE (1.8%).

4.1.2: Analysis of Research Questions

In this sub-section, responses to the items of the questionnaire are used to answer the research questions earlier set in this study. The responses were coded and analyzed in accordance with how they relate to each research questions.

Research Question One: How does undergraduate students make use of digital devices in sharing information in an academic Institution?

Table 4.1.2: How undergraduate students make use of digital devices for sharing information in an academic institution

KEY: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

Items	SA	A	SD	D

Statement				
I make use of digital devices (smart phones, iPads, laptops, etc.) on a daily basis	271 (68.1%)	127 (31.9%)	0 (0.0%)	0 (0.0%)
I share information better using my digital devices and its social media platforms such as WhatsApp, Twitter, Facebook, Instagram, etc.	257 (64.6%)	138 (34.7%)	0 (0.0%)	3 (0.8%)
I use my digital device to connect with my colleagues on class assignments	289 (72.6%)	109 (27.4%)	0 (0.0%)	0 (0.0%)
I use my digital device in getting valuable information for research purposes	197 (49.5%)	198 (49.7%)	0 (0.0%)	3 (0.8%)
I often communicate with my lecturers and course mates through the use of digital device	286 (71.9%)	109 (27.4%)	0 (0.0%)	3 (0.8%)
Relevant information gotten through the use of my devices has improved my learning and academic productivity	310 (77.9%)	85 (21.4)	0 (0.0%)	3 (0.8%)

Table 4.1.2 indicates responses that was gotten on research question one that was aimed at getting to know how undergraduate students across the selected institutions make use of digital devices. When asked on the frequency of use of their various digital devices, (271; 68.1%) strongly agreed that the use their digital devices on a daily basis while (127; 31.9%) agreed. This shows that all the respondents agree that they use their digital devices on a daily basis. On the use of digital device to share information, (257; 64.6%) of the respondents strongly agreed that digital devices make them share information better, (138; 34.7%) agreed and (3; 0.8%) disagreed. This shows that majority of the respondents share information better

using digital devices. (289;72.6%) of the respondents strongly agreed that they use their digital devices to connect with their colleagues on class assignments while (109; 27.4%) agreed making it clear that digital devices are beneficial to undergraduate students to connect on class assignments. Also, from the responses, it was discovered that (197; 49.5%) strongly agreed that they make use of their digital devices in getting valuable information for research purposes, (198; 49.7%) agreed and only (3; 0.8%) of the respondents disagreed which goes a long way in showing the relevance of digital devices for research purposes. Majority of the respondents were positive that they often communicate with both their lectures and course mates through the use of digital devices as (286; 71.9%) strongly agreed, (109; 27.4%) agreed and only (3; 0.8%) disagreed. (310; 77.9%) of the respondents strongly agreed that relevant information gotten through their digital devices have improved their learning and academic productivity and (85; 21.4%) agreed on this as well leaving only (3; 0.8%) of the respondents that disagreed.

Research Question Two: What are the views of undergraduate students on conflict and conflict resolution through the use of digital devices in an academic environment?

Table 4.1.3: Views of undergraduate students on conflict and conflict resolution through the use of digital devices in an academic environment

KEY: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

Items	SA	A	SD	D
Conflicts are indispensable in every communication process	140 (35.2%)	226 (56.8%)	0 (0.0%)	32 (8.0%)
Inaccurate information through the use of	245	153	0	0

digital devices can lead to conflicting perspectives and views	(61.6%)	(38.4%)	(0.0%)	(0.0%)
Conflicts amongst students are due to inadequate sharing of relevant information	297 (74.6%)	87 (21.9%)	0 (0.0%)	14 (3.5%)
Timely information enables better decision-making processes, which can prevent conflict in academic environment	235 (59.0%)	163 (41.0%)	0 (0.0%)	0 (0.0%)
Resolution of conflicts can be done through the use of digital devices	208 (52.3%)	176 (44.2%)	3 (0.8%)	11 (2.8%)
Digital devices are useful in resolving issues of opposing ideas	71 (17.8%)	313 (78.6%)	6 (1.5%)	8 (2.0%)

Table 4.1.2 indicates responses that was generated on research question two which was intended to get the views of undergraduate students on conflict and conflict resolution through the use of digital devices in an academic environment. Out of the total number of respondents, (140; 35.2%) strongly agreed that conflicts are indispensable in every communication process, (226; 56.8%) agreed while (32; 8.0%) disagreed. From this, we can point to the fact that majority of the undergraduate students agrees on the indispensability of conflict in communication process while just a minority is against that fact. The respondents also believed that inaccurate information through the use of digital devices can lead to conflicting perspectives and views as (245; 61.6%) strongly agreed and (153; 38.4%) agreed. On their view on conflicts that occur amongst students, (297; 74.6%) strongly believed that conflicts occur due to inadequate sharing of relevant information and (87; 21.9%) agreed, supporting this notion while (14; 3.5%) disagreed, having a differing view. Also, (235; 59.0%) strongly agreed that timely information enables better decision-making processes, which can prevent conflict in academic environment with (163; 41.0%) agreeing to this as

well. From the respondent's view, it was noted that (208; 52.3%) of them strongly agreed that resolution of conflicts can be done through the use of digital devices, (176; 44.2%) agreed, (3; 0.8%) strongly disagreed and (11; 2.8%) disagreed. This shows that although, a high percentage of the respondents view digital devices as a means through which conflict resolution can be done, a few of them are of still of opposing view. (71; 17.8%) of the respondents strongly agreed that digital devices are useful in resolving issues of opposing ideas, (313; 78.6%) agreed, (6; 1.5%) strongly disagreed and (8; 2.0%) disagreed. Thus, majority believes that digital devices are useful in this regard.

Research Question Three: How does undergraduate students perceive the use of digital devices in periods of conflicts?

Table 4.1.4: How undergraduate students perceived the use of digital devices in the periods of conflict

KEY: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

Items	SA	A	SD	D
During period of conflicts, I obtain relevant information through participatory digital communication platforms	66 (16.6%)	326 (81.9%)	0 (0.0%)	6 (1.5%)
I immediately broadcast acquired messages to other individuals or group to inform them of conflicting situations	187 (47.0%)	197 (49.5%)	0 (0.0%)	14 (3.5%)
Digital devices can be used for early warning in order to avert conflict situations	154 (38.7%)	244 (61.3%)	0 (0.0%)	0 (0.0%)
I promote conflict by sharing inaccurate information from unknown sources to other	10 (2.5%)	16 (4.0%)	189 (47.5%	183 (46.0

31

			)	%)
individuals or groups through digital platforms				
I verify the accuracy and source of information before disseminating to others through digital platforms	213 (53.5%)	185 (46.5%)	0 (0.0%)	0 (0.0%)
Undergraduate students should cultivate the habit of using digital devices to promote peace in an academic environment	191 (48.0%)	207 (52.0%)	0 (0.0%)	0 (0.0%)

Table 4.1.4 presents the perceptions of the undergraduate students on the use of digital devices in periods of conflict. On the issue of obtaining relevant information through participatory digital communications platforms during period of conflict, majority of the respondents were positive with (66; 16.6%) strongly agreed, (326; 81.9%) agreed and (6; 1.5%) disagreed. This means that most undergraduate students get information during periods of conflict through the use of their digital devices. To determine the spontaneity of sharing information, (187; 47.0%) of the respondents strongly agreed that they immediately broadcast acquired messages to other individuals or group to inform them of conflicting situations and (197; 49.5%) agreed with only (14; 3.5%) of the respondents disagreeing. (154; 38.7%) of the respondents strongly agreed that digital devices can be used for early warning in order to avert conflict situations and (244; 61.3%) agreed to this as well thereby showing the importance of digital devices for early warning and responses. In order to determine the adverse use of digital devices for sharing information, only (10; 2.5%) strongly agreed and (16; 4.0%) agreed that they promote conflict by sharing inaccurate information from unknown sources to other individuals or groups through the digital platforms. Other respondents (189; 47.5%) and (183; 46.05) strongly disagreed and disagreed respectively. This is an indication that majority of the respondents disagreed on using their digital devices

to share inaccurate information. When asked further, (213; 53.5%) of the population strongly agreed that they verify the accuracy of information before disseminating such information to others through their digital platforms and the other (185; 46.5%) agreed to this. As a form of advice to other students, (191; 48.0%) of the respondents strongly agreed that undergraduate students should cultivate the habit of using digital devices to promote peace in the academic environment and (201; 52.0%) respondents agreed to this opinion.

Research Question Four: How can digital devices be used positively to promote conflict resolution in academic institutions?

Table 4.1.5: How digital devices can be used positively to promote conflict resolution in academic institution

KEY: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

Items	SA	A	SD	D
Digital devices can be used in sharing unbiased and objective messages to individuals or group	165 (41.5%)	228 (57.3%)	5 (1.3%)	0 (0.0%)
Digital devices can be used to capture real life events for accurate sharing of information	279 (70.1%)	111 (27.9%)	5 (1.3%)	3 (0.8%)
The use of digital devices prompts me to engage in conflict-prevention initiatives in my institution	59 (14.8%)	325 (81.7%)	8 (2.0%)	6 (1.5%)
I promote peace by disseminating useful information early through the use of my digital devices	173 (43.5%)	218 (54.8%)	4 (1.0%)	3 (0.8%)

| I desist from sharing information that can have a negative impact on others in my academic environment | 139 (34.9%) | 256 (64.3%) | 0 (0.0%) | 3 (0.8%) |

Table 4.1.5 indicates the responses generated from the respondents on how digital devices can be used to promote conflict resolution in academic institutions. (165; 41.5%) strongly agreed and (228; 57.3%) agreed that digital devices can be used in sharing unbiased and objective messages to individuals or group, only (5; 1.3%) disagreed and contradicted this. Also, (279; 70.1%) of the respondents strongly agreed with (111; 27.9%) agreeing that digital devices can be used to capture real life events for accurate sharing of information, indicating the high usage of digital devices in capturing real life events by undergraduate student. A minor percentage of (5; 1.3%) and (3; 0.8%) strongly disagreed and disagreed respectively. Furthermore, (59; 14.8%) respondents strongly agreed that the use of their digital devices prompts them to engage in conflict-prevention initiatives in their various institutions, (325; 81.7%) agreed as well while (8; 2.0%) strongly disagreed and (6; 1.5%) disagreed on the matter. Majority of the respondents also remarked that they promote peace by disseminating useful information and sharing it early through the use of their digital devices, (173; 43.5%) strongly agreed, (218; 54.8%) agreed, while (4; 1.0%) strongly disagreed and (3; 0.8%) disagreed. (139; 34.9%) strongly agreed that they desist from sharing information that can have a negative impact on others, (256; 64.3%) also agreed to this notion and only (3; 0.8%) had a different opinion by disagreeing.

Research Question Five: What are the challenges of using digital devices for conflict resolution in an academic environment?

Table 4.1.6: Challenges of using digital devices for conflict resolution in an academic environment

KEY: SA= Strongly Agree, A= Agree, SD= Strongly Disagree, D= Disagree

Items	SA	A	SD	D
I only use my digital devices for entertainment purpose	10 (2.5%)	8 (2.0%)	129 (32.4%)	251 (63.1%)
My poor digital skill hinders me from using my digital devices for conflict resolution	10 (2.5%)	5 (1.3%)	197 (49.5%)	186 (46.7%)
Inability to identify credible information from vast sources discourages me from using my digital devices optimally	0 (0.0%)	93 (23.4%)	120 (30.2%)	185 (46.5%)
Epileptic power supply often disrupts the use of my digital devices for adequate information sharing	203 (51.0%)	187 (47.0%)	5 (1.3%)	3 (0.8%)
Inadequate Internet facilities tend to be a challenge to timely sharing of information	245 (61.6%)	150 (37.7%)	0 (0.0%)	3 (0.8%)

Table 4.1.6 presents the views of undergraduate students on the challenges of using digital devices in an academic institution. Firstly, the use of digital devices only for entertainment purpose was majorly refuted by the respondents with (129; 32.4%) strongly disagreed and (251; 63.1%) disagreed, only a few (10; 2.5%) strongly agreed and (8; 2.0%) agreed to the

fact that their digital devices was simply for entertainment purposes excluding any academic related activity. Majority, (197; 49.5%) strongly disagreed and (186; 46.7%) disagreed that they have poor digital skills which could hinder them from using their digital devices for conflict resolution, (10; 2.5%) strongly agreed and (5; 1.3%) agreed and consented to this challenge of poor digital skills. The inability to identify credible information from vast sources which discourages the optimal use of digital device has been strongly disagreed (120; 30.2%) and disagreed (185; 46.5%) by respondents. It was only (93; 23.4%) that agreed to be faced with the challenge of being unable to identify credible information from vast sources. A high percentage of the respondents is of the opinion that epileptic power supply often disrupts the use of digital device for adequate information sharing, (203; 51.0%) strongly agreed and (187; 47.0%) agreed as well. The percentage of those respondent that refuse to see epileptic power supply as a challenge falls under the minority having (5; 1.3%) strongly disagreed and (3; 0.8%) disagreed. Lastly, majority of the respondents strongly agreed (245; 61.6%) and agreed (150; 37.7%) that inadequate internet facilities tend to be a challenge to timely sharing of information and only (3; 0.8%) of the respondents disagreed by disputing inadequate internet facilities as a challenge.

Item	Nil
Other challenges	398
	(100%)

The space that was provided in the questionnaire to input other challenges that undergraduate students may encounter in the course of using their digital devices for conflict resolution in an academic environment was left blank with no response at all in all the three hundred and ninety-eight copies of questionnaire that was administered by the researcher.

4.2 Discussion of Findings

36

This study examined the influence of the use of Digital Devices on Conflict and Conflict Resolution as perceived by Undergraduate students in selected Academic Institutions in Kwara State. In order to achieve this, the study purposively selected three institutions in Kwara State namely: University of Ilorin, Ilorin, Federal Polytechnic, Offa and Kwara State College of Education, Ilorin. The study adopted the use of questionnaires as research instruments. A total of three hundred and ninety-eight (398) undergraduate students participated in the study. Male students (55.85) were slightly above average proportion of representation, making the study to be dominated by the male gender while their female counterparts made up the remaining (44.2%). The study was dominated with young adults between the ages of 21-25 years, and majority of the respondents were single (96.7%).

How undergraduate students make use of digital devices for sharing information in an academic institution

This study revealed all respondents were positive of using digital devices on a daily basis for sharing information as indicated in Table 4.1.2 above and also use their digital devices to connect with both their lecturers and colleagues on academic related activities and other information search endeavors. The result of this finding can be corroborated with (Ali, 2014) study when he asserted that digital technologies are being used in many academic institutions as a classroom tool to engage and support undergraduate students in various academic activities. Majority of the respondents also acknowledged the fact that relevant information gotten through the use of their digital devices have improved their learning and academic productivity which supports (Mango, 2015) report that the use of smartphones and other digital devices have impacted positively on undergraduate student's interaction with learning. This shows the importance of the use of digital devices by undergraduate students as it enables them to gain access to relevant information that will help increase their knowledge

base so as to enable them acquire necessary skills needed to make good decisions for present and future achievements (Matt, 2018).

Views of undergraduate students on conflict and conflict resolution through the use of digital devices in an academic environment

From Table 4.1.3, it is evident that conflicts are liable to occur in every communication process as respondents who agreed to this indispensability of conflicts through communication process are of high percentage. The findings showed that conflicts amongst students are mostly due to insufficient information, not sharing relevant information on time, and misinformation that occurs when unreliable piece of information is being passed to other students which can invariably lead to conflicting views and opinions. As (Mukoro, 2013) rightly put it, barriers in communication which can lead to conflicts ensues from poor communication, information overload or the total lack of information. Also, the respondents has greatly supported the assertion made by (Mancini, 2013) by agreeing that the use of digital devices our contemporary society are one of those measures through which general public can contribute to world peace by getting the word out earlier and disseminating useful information at the right time through their digital devices and the use of web.

How undergraduate students perceived the use of digital devices in the periods of conflict

As indicated in Table 4.1.4, it was discovered that majority of the undergraduate students agree to getting relevant information through digital communication platforms during periods of conflict and that they also engage in information sharing process by broadcasting the information acquired to other individuals or groups. (ICM, 2013) made this known in their report concluding that the use of information technology as a platform to generate and disseminate information about crises has helped reduce the gap that exists between conflict identification and conflict resolution. However, a very high percentage of the population disagreed to the fact that hey promote conflict through sharing of inaccurate information

having unreliable source, which implies that the majority of the respondents are aware of the ills of sharing inaccurate information, thereby refraining from doing so and that they always verify the accuracy and source of information before disseminating to others through digital platforms because the use of digital devices as communication tool has a capacity to affect the conduct of an individual negatively or positively depending on the type of information that is being disseminated (Weidmann, 2015 & Auwal, 2015).

How digital devices can be used positively to promote conflict resolution in academic institution

Table 4.1.5 shows indicates that digital devices can be used positively by sharing unbiased messages as majority of the respondents agreed to this. Digital devices is also useful in capturing real life events just as (Roberts & Gauthier, 2017) postulated that mobile and digital devices has the capacity of capturing real life events on camera and making of videos which can be uploaded to different social media platforms on an instant basis thereby reducing conflicting views on specific issues that may arise in the society. The respondents agreed as well to engage in conflict-prevention initiatives through the use of their digital devices and this can be supported by (Mancini, 2013) on his claim that digital devices are the most substantial innovation created by technological advancements that prompt individuals to engage in conflict-prevention initiatives in their prospective societies and the world at large. Majority of the respondents also claimed that they desist from sharing negative information and only disseminate information that is relevant in order to promote peace and tranquility in their academic environment.

Challenges of using digital devices for conflict resolution in an academic environment

Table 4.1.6 shows that only a few of the respondents agreed to using their digital device for entertainment purposes alone, majority of the respondents disagreed which implies that digital devices are multifunctional and can be used for entertainment as well as academic

activities, hence supporting the view of (Spangler, Rodi, and Kiernan, 2016) who emphasized that existing in the digital age has connected education with social presence, work and other social activities which are all experienced on the internet. Majority of the respondents disagreed to having poor digital skills and this buttress the point made by (Henderson, 2015) that the present-day undergraduate students are more digitally adept and more proficient in the use of digital devices that their predecessors, hence, they possess the required skills and expertise to use their digital devices optimally for conflict resolution in their institutions. Two major challenge that was generally agreed on by the respondents, is the issue of epileptic power supply and inadequate internet facilities which many at times, hinders people from sharing information that are relevant and useful on time.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter captures the summary of this research work, conclusions that were made based on the research findings and also provide some strategic recommendations on the use of digital devices for conflict resolution in an academic institution.

5.1 Summary

This paper gives an Insight into the Influence of the Use of Digital devices on Conflicts and Conflict resolution as perceived by the undergraduate students of some selected academic institution in Kwara state. This was done by defining digital devices and identifying examples of digital devices that are mostly use in this Fourth Era of Industrial revolution, defining conflicts and giving some instances through which the event of conflict can occur in an academic environment, showing ways through which digital devices can incite conflicts amongst undergraduate student as well as strategies through which resolution can be made to conflicts that occur using the means of digital device to communicate peaceful and unbiased messages. It is, therefore, expected that undergraduate students as well as institutional managements will be in a better position to manage relationships within and amongst themselves in order to achieve a harmonious academic environment.

5.2 Conclusion

Considering the fact that the use of digital devices for conflict resolution have not really gained much popularity amongst communication scholars and researchers, conclusions can only be drawn tentatively because most literature on the role of digital devices in preventing conflicts only analyze the potential of these technologies in conflict resolution rather than the current reality. There is the need to conduct more systematic, extensive and continuous assessment on the use of digital devices for conflict resolution in order to

develop a deeper understanding on the benefits that accrue to the use of digital devices in this regard. There is also the need to conduct further research on the impact of technology on conflict prevention generally while integrating the use of digital devices, coupled with the available information on the internet and the need for speedy dissemination of information to majority of people across societies. This will ensure the promptness of people towards sharing information that will be useful to combat imminent conflict.

In Academic institutions, the most preferable approach to using digital devices for conflict resolution or prevention can be described as the one in which there is an existence of an enabling platform through which information can be disseminated institution-wide. This research has depicted that undergraduate students possess a relatively great skill in the use of digital devices and the way and manner through which they utilize these skills depends on the purpose or specific task which they intend to achieve. Basically, the use of digital devices by undergraduate students surpass that of entertainment only as this research have shown that academic related activities are at the fore of digital device utilization by students, other use such as socialization and communication cannot be overemphasized either. Undergraduate students perceive the use of digital devices as a strategic opportunity to meet their communication needs which enables them to get in touch with others within and outside their academic environment, communicate with friends and families and also, collaborate with colleagues on academic research and assignments while connecting with people with whom they have shared interests, irrespective of their physical location. Also, Academic Institutions should position themselves in such a way that they can easily take advantage of the positive mindset of undergraduate students towards the use of Digital Devices in order to build a strong social, communications and academic networks which will serve as an impetus for the promotion of research and educational activities in the academic environment. Finally, the outcomes of this study are consistent with the results of other studies

(Schwab, 2016; Ali, 2014; Matt, 2018; Mancini, 2013; Roberts & Gauthier, 2017) as they highlight the influence of the use of digital devices as, a) a mode of digital interaction which can be seen through a vast number of online platforms and media; b) a useful device in many academic institution to engage and support undergraduate students in communicative, collaborative, supportive and constructive activities; c) a tool that enables undergraduate students to acquire skills that is necessary for them in collecting, analyzing and understanding data and information which will assist them in making good decisions for present and future achievements; d) the most substantial innovation created by technological advancements that prompt individuals to engage in conflict-prevention initiatives in their prospective societies and the world at large; e) a device that have the capacity of capturing real life events on camera and making of videos which gives much more detailed, visual and precise evidence of situations thereby preventing conflicting ideas or perspectives on emerging situations.

5.3 Recommendations

Based on the findings of this study, some recommendations are provided for the benefit of undergraduate students, academic institutions and other organizations on ways to improve the use of digital devices to foster a harmonious relationship between all parties involved in its use.

1. There should be improvement on communication channel institution-wide as it has been observed that majority of undergraduate students interacts with their colleagues, lecturers and other managements through the use of digital technology frequently, hence, the need to increase the quality of relationships that exist between undergraduate students and these parties.

2. Academic institutions should adopt a combination of an organization egalitarianism and participative decision-making in order to condense tensions and conflicting situations which can lead to violence in an academic environment.

3. There should also be a digitized dialogue procedure in academic institutions for conflict prevention and resolution to enhance undergraduate students' productivity and sustainable administration institution-wide.

4. An enabling digital platform should be established as well which will provide means through which undergraduate students can improve their digital and technological skills in order to facilitate academic productivity.

5. The desire for competency creates the need of better technological devices, hence academic institutions should provide access to the latest digital technology as well as improve on existing ones in the institution.

6. The challenges of inadequate internet facilities can be combated with the provision of reliable and strong internet connectivity which will lead to smooth communication processes and easy accessibility to online information in the academic environment.

7. The academic institutions can also provide alternative power supply such as solar power, power banks and industrial generators to help generate power in times of power failure.

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KWARA STATE POLYTECHNIC, ILORIN
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Questionnaire on Perceptions of Undergraduate on use of digital device for conflict resolution in Academic Institutions in Kwara State, Nigeria.

Dear Respondent,

I am a student of the mentioned Department is currently carrying out research on the afore-mentioned title. Kindly assist by filling this questionnaire as objective as you can to support this study. Be assured that any information you give will be used solely for academic purpose and would be treated with utmost confidentiality.

Thank you.
Yours Sincerely,

Section A (Demographic Information)
Instruction: Please tick (√) against the option that correctly express your response.
Gender: Male [   ]   Female [   ]
Age: 16 - 20[   ]   21 - 25[   ]   26 - 30[   ]   31 - 35[   ]   36 & above[   ]
Marital Status: Single [   ]   Married [   ]   Others [   ]
Name of Institution: ………………………………………………………………………
Department: …………………………………………………………………………………
Level: …………………………………………………………………………………….

Instruction: Please read each statement and indicate your opinion on each item with a tick (√) in the appropriate option indicating your response.
(SA) STRONGLY AGREE, (A) AGREE, (SD) STRONGLY DISAGREE, (D) DISAGREE.

SECTION B: How undergraduate students make use of digital devices for sharing information in an academic institution

S/N	Statements	SA	A	SD	D
1.	I make use of digital devices (smart phones, iPads, laptops, etc.) on a daily basis				
2.	I share information better using my digital devices and its social media platforms such as WhatsApp, Twitter, Facebook, Instagram, etc.				
3.	I use my digital device to connect with my colleagues on class assignments				
4.	I use my digital device in getting valuable information for research purposes				
5.	I often communicate with my lecturers and course mates through the use of digital device				

S/N	Statements	SA	A	SD	D
6.	Relevant information gotten through the use of my devices has improved my learning and academic productivity				

SECTION C: Views of undergraduate students on conflict resolution through the use of digital devices in an academic environment

S/N	Statements	SA	A	SD	D
1.	Conflicts are indispensable in every communication process				
2.	Inaccurate information through the use of digital devices can lead to conflicting perspectives and views				
3.	Conflicts amongst students are due to inadequate sharing of relevant information				
4.	Timely information enables better decision-making processes, which can prevent conflict in academic environment				
5.	Resolution of conflicts can be done through the use of digital devices				
6.	Digital devices are useful in resolving issues of opposing ideas				

SECTION D: How undergraduate students perceived the use of digital devices in the periods of conflict

S/N	Statements	SA	A	SD	D
1.	During period of conflicts, I obtain relevant information through participatory digital communication platforms				
2.	I immediately broadcast acquired messages to other individuals or group to inform them of conflicting situations				
3.	Digital devices can be used for early warning in order to avert conflict situations				
4.	I promote conflict by sharing inaccurate information from unknown sources to other individuals or groups through digital platforms				
5.	I verify the accuracy and source of information before disseminating to others through digital platforms				
6.	Undergraduate students should cultivate the habit of using digital devices to promote peace in an academic environment				

SECTION E: How digital devices can be used positively to promote conflict resolution in academic institution

S/N	Statements	SA	A	SD	D
1.	Digital devices can be used in sharing unbiased and objective messages to individuals or group				
2.	Digital devices can be used to capture real life events for accurate sharing of information				
3.	The use of digital devices prompts me to engage in conflict-prevention initiatives in my institution				
4.	I promote peace by disseminating useful information early through the use of my digital devices				
5.	I desist from sharing information that can have a negative impact on others in my academic environment				

SECTION F: Challenges of using digital devices for conflict resolution in an academic environment

S/N	Statements	SA	A	SD	D
1.	I only use my digital devices for entertainment purpose				
2.	My poor digital skill hinders me from using my digital devices for conflict resolution				
3.	Inability to identify credible information from vast sources discourages me from using my digital devices optimally				
4.	Epileptic power supply often disrupts the use of my digital devices for adequate information sharing				
5.	Inadequate Internet facilities tend to be a challenge to timely sharing of information				

Other   challenges
………………………………………………………………………………………

……………………………………………………………………………………….