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IMPLEMENTATION OF COMPETENCY-BASED NURSE EDUCATION IN NATIONAL OPEN UNIVERSITY OF NIGERIA: A SWOT ANALYSIS

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ABSTRACT

The perception of academic staff remains very important in the adoption and implementation of an Open Distance Learning (ODL) system. This study identified the strengths, weaknesses, opportunities and threats of ODL implementing Competency-Based Nurse Education (C-BNE) at the National Open University of Nigeria (NOUN) using descriptive survey design. A sample size of 68 academic staff involved in C-BNE in NOUN, including the full-time staff, adjunct staff, and facilitators across the study centres participated in this study. Google form questionnaire was used for data collection. Results revealed that overwhelming majority (92.6%) of the respondents are part-time/facilitator; slightly above half (58.8%) belong to the rank of Lecturer I and below. Also, 51.5% have been engaged in implementing C-BNE via ODL at the NOUN for 1 to 5 years. Results on strengths of ODL revealed that participants agreed that ODL: serves many students in a short time; university is ready to support and invest in ODL; learners are connected both in and out of class; enhances development of basic information technology skills; top management are committed to implement ODL; instant results and feedback; meaningful use of study material; and promotes independent learning (Grand Ω= 3.87, Std Dev. 1.36). Weaknesses of open distance learning include: low bandwidth and unstable internet; lack of plagiarism tools to monitor the quality of student assignments; insufficient numbers of computers; dependent on internet connectivity; lack of commitment among staff and students to use ODL; limited competencies of staff on using ODL; stressful when time-limited assignments are given; resistance of some students and lecturers to adopt change and new technology; lack of awareness to implement ODL; absence of an up-to-date open distance learning; and absence of university policy on ODL (Grand Ω = 3.64, Std Dev = 1.39). Opportunities of ODL include: competency-based systems that make it easier to manage individual progress; in line with university expansion plans and the growing trend towards ODL adoption; the accessible way of learning regardless of location; available external support of ODL specialists; and management support (Grand Ω = 3.8, Std Dev = 1.51). They identified the following as threats to ODL: unreliable power supply; unreliable internet connection; exchange of username and passwords by students to complete assignments for others; internet shorthand used in student t assignments; chat

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sessions and other distractions; and dependency on computers for spellings probably deteriorate student and lecturers' knowledge of English language (Grand Ω = 3.76, Std Dev = 1.30). In conclusion, great strengths and opportunities abound in ODL implementing C-BNE at the NOUN. There is need for actions to improve quality, enhance satisfaction and reduce challenges with C-BNE via ODL system.

Keywords: open and distance learning, competency-based, nurse education, implementing.

Introduction

The global coronavirus disease (COVID-19) outbreak has forced schools and universities around the world to switch their face-to-face teaching-learning activities to online, distance, or remote learning (Masha'al et al., 2020). The number of COVID-19 cases continuously increases and new strains are discovered. Thus, undergraduate nursing students may continue their learning activities through the online platform in the near future (Guven Ozdemir & Sonmez, 2020). However, before the advent of COVID-19, the Department of Nursing Science at the National Open University of Nigeria (NOUN) seeks to provide competence-based academic, professional training for nurses that reflect the emphasis on the current national preventive health care systems and services through the Open and Distance Learning (ODL) system. ODL is an educational activity where students, teachers and educational tools in different places are brought together through communication technologies (Arslantaş, 2014). The purpose of ODL system includes developing the individual to the highest level of intellectual and professional capabilities using the distance learning mode; enriching instructions and creating new frontiers through research and scholarship.

Competency-based nursing education (C-BNE) is an outcomes-based approach to the design, implementation, assessment, and evaluation of an education program using an organizing framework of competencies. C-BNE is synonymous with terms such as proficiency-based, mastery-based, outcome-based, performance-based, and standards-based education. The essence of competency-based education is that it focuses on learner performance and learning outcomes in reaching specific objectives and curricular goals (Pijl-Zieber et al., 2013). Nurse professionals have a distinct commitment to develop and implement the standards of nursing practice through continuous acquisition of pertinent knowledge, attitude and skills, application of critical judgment, and the evaluation of such as essential to quality care.

One of the important methods to increase the quality of distance education services is SWOT analysis. SWOT analysis is one of the basic methods used to determine the strengths and weaknesses of organizations, to perceive the opportunities and threats, and makes it possible to see the current status of the organization. Organizations see where they are now and determine their future goals with SWOT analysis. This structure is beneficial in terms of focusing on strengths, minimizing threats and utilizes the appropriate opportunities (Özan et al., 2015).

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Statement of the problem

Despite the growth of online programs, there is little research on the strength and discipline-specific challenges that academic staff (facilitators) face in the delivery of their courses (Smith et al., 2019). The significance and efficacy of the implementation of C-BNE have been investigated by previous studies. They report several reasons for its overall acceptability including its ease of use, flexibility, and better control over the environment. However, regardless of its rewards, there are quite a few limitations in e-learning such as social isolation, lack of student-teacher interaction, technical and connectivity problems (Abbasi et al., 2020). For years, the issue of Competency-Based Nursing Education via ODL system has been a debatable subject among nurse trainers and professionals in Nigeria. CBNE has become a necessity in order to ensure the training of competent nurses, who are able to answer to the strategic needs of the system and the expectations of the population. There is need for actions to improve quality, enhance satisfaction and reduce challenges with Competency-Based Nursing Education via ODL system. The purpose of this research is to examine the strengths, weaknesses, opportunities and threats (SWOT) to implementation of competency-based nursing education via open distance learning perceived by academic staff at the National Open University of Nigeria. The SWOTs from three aspects will be analysed: institution-related, instruction related and investment-related aspects.

Objectives of the study

The specific objectives of this study will be to:

1. Identify strength and opportunities that are in the Open and Distance Learning Competency-based Nurse Education at the National Open University of Nigeria.
2. Identify challenges (weakness) that the online nursing faculty might face in the delivery of Competency-based Nurse Education at the National Open University of Nigeria.
3. Identify issues (threats) that the online nursing faculty might face in the delivery of Competency-based Nurse Education at the National Open University of Nigeria.

Research Questions

1. What constitute strengths and opportunities Open and Distance Learning Competency-based Nurse Education at the National Open University of Nigeria?
2. What are the challenges (weakness) that the online nursing faculty might face in the delivery of Competency-based Nurse Education at the National Open University of Nigeria?
3. What are the issues (threats) that the online nursing faculty might face in the delivery of Competency-based Nurse Education at the National Open University of Nigeria?

Research Method

The descriptive survey research design was employed to collect data and from the academic staff with a view to examine the strengths, weaknesses, opportunities and threats (SWOT) of Open and Distance Learning in the implementation of

competency-based nursing education at the National Open University of Nigeria. Descriptive research design is a powerful tool used by scientists and researchers to gather information about a particular group or phenomenon. This type of research provides a detailed and accurate picture of the characteristics and behaviours of a particular population or subject. By observing and collecting data on a given topic, descriptive research helps researchers gain a deeper understanding of a specific issue and provides valuable insights that can inform future studies. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon making it appropriate for this study. Research setting was the National Open University of Nigeria (NOUN), Nigeria's leading and specialist-provider of Open and Distance Learning (ODL) university education. NOUN is also the Nigeria's largest tertiary institution in terms of student population. It operates from the Administrative Headquarters located at Plot 91 Cadastral Zone, Jabi, Abuja, a Liaison Office at 14/16 Ahmadu Bello Way, Victoria Island, Lagos with one hundred and twenty (120) study centres spread across the six (6) geopolitical zones in the country. Population for the study involved all the academic staff from all the study centres of the National Open University of Nigeria. Purposive sampling technique was use to recruit a sample size of 68 academic staff involved in competency-based nursing education at the National Open University of Nigeria. Google form questionnaire was used for data collection. The google form questionnaire was organized into two (2) parts—the demographic characteristic of respondents, such as the type of staff, type of academic staff, years engaged in ODL, and rank. These characteristics served as moderating variables. The second part covered, the strengths, weaknesses, opportunities and threats (SWOT) analysis of Open Distance Learning using a five-point Likert scale. Data analysis was done using Statistical Product and Service Solutions (SPSS) IBM Statistics. Data collected were entered into the spreadsheet of the SPSS. Descriptive statistics such as frequency, mean, standard deviation and percentages were used to describe variables. Ethical approval was sought for and obtained from the ethics and research committee of the NOUN before the commencement of the study. The principles of ethics were observed. Anonymity and confidentiality were ensured and maintained throughout the conduct of the study and participation was voluntary. Data collected were stored on a pass worded computer and to be properly disposed after five years.

Presentation of Results

The result consists of the synthesis of weaknesses and threats as a basis of reflection and reporting for the university strategic management to the problem of ODL services in the perspective of their optimization in Competency-Based Nurse Education. The findings from the analysis are as indicated in Tables.

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Table 1 shows the distribution of the demographic data of the respondents. Overwhelming majority (92.6%) of the respondents are part-time/facilitator. Slightly above half (58.8%) belong to the rank of Lecturer I and below. Also, 51.5% have been engaged in implementing Competency-Based Nurse Education at the National Open University of Nigeria for 1 to 5 years.

As indicated in Table 2 on perceived strength, respondents agreed that ODL: serves many students in a short time (M = 3.75, Std Dev = 1.46); university is ready to support and invest in ODL project (M = 3.97, Std Dev = 1.36); connected both in and out of class (M = 3.92, Std Dev = 1.44); enhances development of basic IT skills (M = 3.83,StdDev=1.39); top management is committed to ODL (M = 3.74, Std Dev = 1.36); provide instant results and feedback (M = 3.47, Std Dev = 1.38); promote meaningful use of study material (M = 4.14, Std Dev = 1.33); and promotes independent learning (M = 4.17, Std Dev = 1.19).

On perceived weakness, respondents agreed that the weaknesses of ODL include: low bandwidth and unstable internet (M = 4.26, Std Dev = 1.11); lack of plagiarism tools to monitor the quality of student assignments (M = 3.66, Std Dev = 1.41); insufficient numbers of computers (M = 3.86, Std Dev = 1.46); dependent on internet connectivity (M = 3.94, Std Dev = 1.40); lack of commitment among staff and students to use ODL (M = 3.02, Std Dev = 1.28); limited competencies of staff on using ODL (M = 3.82, Std Dev = 1.44); stressful when time-limited assignments are given (M = 3.75, Std Dev = 1.34); resistance of some students and lecturers to adopt change and new technology (M = 3.83, Std Dev = 1.39); lack of awareness to implement ODL(M=3.58,StdDev=1.48); absence of an up-to-date ODL platform (M = 3.42, Std Dev = 1.41) and absence of university policy on ODL (M = 2.92, Std Dev = 1.55).(Table 3).

The respondents agreed that opportunities of ODL include: competency-based systems that make it easier to manage individual progress (M = 3.80, Std Dev = 1.58): ODL is in line with university expansion plans and the growing trend towards ODL adoption (M = 3.89, Std Dev = 1.51); the accessible way of learning regardless of location (M = 3.95, Std Dev = 1.43): available external support of ODL specialists (M = 3.82, Std Dev = 1.49); and management support (M = 3.54, Std Dev = 1.55) (Table 4).

The researchers sought to establish respondents' views on the threats to ODL. As indicated in Table 5, participants agreed that the threats to ODL include: unreliable power supply (M = 3.89, Std Dev = 1.09); unreliable internet connection (M = 3.89, Std Dev = 1.16); exchange of username and passwords by students to complete assignments for others (M = 3.91, Std Dev = 1.38), internet shorthand used in student assignments (M = 3.49, Std Dev = 1.25); chat sessions and other distractions (M = 3.71, Std Dev = 1.34); and dependency on computers for spellings probably deteriorate student and lecturers' knowledge of English language (M = 3.66, Std Dev = 1.57).

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Discussion of Findings

This study examined the strengths, weaknesses, opportunities and threats (SWOT) to implementation of competency-based nursing education via open distance learning perceived by academic staff at the National Open University of Nigeria. This is critical for strategic planning and improvement of services. It is a standard brainstorming and communication technique used to identify issues associated with changes. The SWOT analysis on ODL can give us a good understanding of the strong and weak points, the opportunities ODL can bring and the threats that it may face. In addition, SWOT analysis is necessary to pinpoint the strengths, assess the instruction quality, and identify the improvement areas. A SWOT analysis is an important quality assurance component in education aimed at identifying the elements of effective online education and evaluation related to the various outcomes and experiences associated with implementation of CBNE in ODL system. SWOT investigation surveys are indoors and other variables which are considered modern and can be used for future potential business resolutions (Zincirli, 2021).

One of the important methods to increase the quality of distance education services is SWOT analysis. It increases the quality of distance education and produce policies regarding the existing deficiencies to assist faculty in initiating meaningful change in a program and to use the data for program improvement. SWOT Analysis enables organizations to see their strengths (S) and weaknesses (W) and position them according to Opportunity (O) and Threats (T) that may occur in the external environment (Ustabulut, 2021). A SWOT analysis assess internal factors that might affect the ODL system (strengths and weaknesses) and external factors (opportunities and threats). It helps ODL system build on strengths (S), minimise weakness (W), seize opportunities (O) and counteract threats.

Perceived Strengths of ODL

Strength is the answer given to the question of what we do well by making the active use of resources to achieve goals, objectives, assets and capabilities that have superiority/power over competitors and must be protected and be at the forefront (Ustabulut, 2021). In this study, strengths of ODL were that it: serves many students in a short time; university is ready to support and invest in ODL; learners are connected both in and out of class; enhances development of basic information technology skills; top management are committed to implement ODL; instant results and feedback; meaningful use of study material; and promotes independent learning (Grand Ω= 3.87, Std Dev. 1.36). These findings are similar that of Zhu and Mugenyi (2015), who reported nine elements as strengths of the university for adopting and implementing e-learning. Regarding perceived strengths, the fact that the top management is committed to e-learning initiatives, increasing availability of computers and an e-learning platform and competent IT staff to maintain and upgrade the e-learning systems internet access and wireless access on campus provides a sound basis for developing ODL in NOUN. This is contrary to another study in which teachers expressed the strengths of modular distance learning as independent learning for students, a

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positive relationship among teachers, students, and parents, and emphasis on most essential learning competencies (Diaz and Namoco, 2023).
towards formulation of internal quality assurance policy standards for effective administration Competency-Based Nursing Education.

Perceived opportunities of ODL

Opportunities are favourable juncture of circumstances that allows upgrading of skills, increased productivity and development of a new learning culture. Regarding the opportunities of ODL, most of the academic staff NOUN involved in C-BNE agreed that ODL provide competency-based systems that make it easier to manage individual progress; is in line with university expansion plans and the growing trend towards ODL adoption; is the accessible way of learning regardless of location; make available external support of ODL specialists; and management support (Grand Ω = 3.8, Std Dev = 1.51). These findings are in line with previous studies regarding the opportunities of e-learning, that reported most of the staff stated that e-learning can serve many students in a more efficient way; reach a wide range of members in the community; efficient at delivering learning materials within a short time, can save time and provide fast communication to students; can enhance the efficiency and effectiveness of the teaching and learning process; can help the participation of those students who are shy in face-to-face settings and that the development of e-learning is in line with the university's expansion strategies to reach more students by adopting e-learning. It has the advantage of providing access to students from both on campus and at a distance. It also has the advantage of facilitating interaction among students and between teachers and students (Abbasi et al., 2020; Zincirli, 2021; Ustabulut, 2021; Topuz et al., 2021). The results of this study suggest that ODL provide open access to education and training provision, freeing learners from the constraints of time and place and offering flexible learning opportunities to individuals and groups of learners. ODL has the potential to offer many advantages to all the stakeholders such as learners, instructors, management and service providers, while these advantages attract student enrolment, there are associated limitations as well (Thanji and Vasantha, 2018). ODL is changing the physical face of academic establishments in universities and providing access to tertiary education and training provision, freeing learners from the constraints of time and place and offering flexible learning opportunities to individuals and groups of learners. Learners can learn from the comfort of their homes or offices with no need to travel to any particular location to receive lectures (European Higher Education Commission, 2014). Furthermore, a synchronous group-based learning is possible through a plethora of online learning environments and discussion forums which enable learners to work together from a place and time, and at a pace that is convenient for them. People who would have found it impossible to attend the conventional school system can benefit from distance learning. Many stakeholders in the education sector are interested in open and distance learning because it allows greater access to educational opportunities. It enables people get access to a world-class learning experience when traditional higher

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education may not be possible due to financial, personal or any other constraints (Afolabi et al., 2018).

Perceived weaknesses of ODL

The respondents report that there is low bandwidth and unstable internet; lack of plagiarism tools to monitor the quality of student assignments; insufficient numbers of computers; dependent on internet connectivity; lack of commitment among staff and students to use ODL; limited competencies of staff on using ODL; stressful when time-limited assignments are given; resistance of some students and lecturers to adopt change and new technology; lack of awareness to implement ODL; absence of an up-to-date open distance learning; and absence of university policy on ODL (Grand Ω = 3.64, Std Dev = 1.39). These findings are also similar previous studies in which staff reported lack of institutional policy for implementing e-learning; limited staff capacity to implement e-learning and to develop e-learning material; limited ICT equipment and an unreliable Internet connection; limited support available for staff and students to engage in e-learning; lack of motivation and incentives to implement e-learning were considered weaknesses for using e-learning (Zhu and Mugenyi, 2015; Topuz et al., 2021; Afolabi et al., 2018). It should be noted that staff competence is an especially critical issue. Although the academic staff may be familiar with technology in general, they may still lack the competences and experience to integrate e-learning into their course delivery. This substantiates a need for training to enhance staff competence in developing and using e-learning. The need for more innovative assignments (such as group discussions and group projects) has been mentioned by the academic staff members NOUN. The academic staff members of NOUN have elaborated on the current or future opportunities that are favourable for NOUN to implement ODL, such as training for staff to develop competences for e-learning, improvement of the Internet and facilities, external support and student population. Training in technical competence as well as pedagogical course design competences are both important for developing ODL.

Perceived threats to ODL

Threat refers to situations that prevent opportunities in the environment and threaten strengths, which should be avoided and objectionable (Ustabulut, 2021). The participants identified the following as threats to ODL: unreliable power supply; unreliable internet connection; exchange of username and passwords by students to complete assignments for others; internet shorthand used in student assignments; chat sessions and other distractions; and dependency on computers for spellings probably deteriorate student and lecturers' knowledge of English language (Grand Ω = 3.76, Std Dev = 1.30). These findings are in line with that of Sarkar et al (2024) who reported that in developing countries, ODL have been hampered by infrastructural challenges, such as lack of electricity, lack of necessary hardware to facilitate continuous access to e-learning, higher Internet costs and its unavailability.

Conclusion

The study identified the strengths, weaknesses, opportunities and threats of ODL implementing Competency-Based Nurse Education at the National Open

University of Nigeria. Great strengths and opportunities abound in ODL implementing C-BNE at the NOUN. The study's most remarkable results were that academic staff indicated that ODL generally had strength, opportunities (positive) and weaknesses and threats (negative) aspects. C-BNE has become a necessity in order to ensure the training of competent nurses, who are able to answer to the strategic needs of the system and the expectations of the population. The experience of open universities in both the developing and developed world suggests that the success of learning depends upon various factors such as inter-subjectivity of teacher and learner, generating movements to establish teaching leaning interaction, establishing linkages between learning material and learning centres. There is need for actions to improve quality, enhance satisfaction and reduce challenges with Competency-Based Nurse Education via ODL system in NOUN. NOUN should be able to add adequate internet security to prevent malpractice, provide steady power supply, improve on their internet connectivity and accessibility so that both students and lecturers can easily access the system. The university should intensify ODL training for both students and lecturers. Finally, both the government and university should come up with policies, rules and standards for ODL.

Recommendations

From the findings of this study, the following recommendations were proffered:

1. Stakeholders in the field of open and distance learning should keep abreast of the emerging trends through the use of various e-learning platforms by making the programmes, resources and contents in distance education to be of high quality in other to respond to the needs of learners and prevent malpractices.
2. There is the need for the entrenchment of ODL in all facets of our education as this will offset the idea that distance learning education is of inferior status and also overcome the negative attitude of some towards ODL.
3. There is the need for NOUN to invest in necessary infrastructure for developing and delivering courses to learners. Institutions should also establish strong global partnerships with each other as well as employers in order to promote the expansion of workplace training opportunities, especially in those areas where academic qualification is necessary.

Contribution to Knowledge

This study identified the strengths, weaknesses, opportunities and threats of Open and Distance Learning system implementing Competency-Based Nurse Education at the National Open University of Nigeria. The study emphasized the needs for actions to improve quality, enhance satisfaction and reduce challenges with Competency-Based Nurse Education via ODL system in NOUN. Assert that NOUN should be able to add adequate internet security to prevent malpractice, provide steady power supply, improve on their internet connectivity and accessibility so that both students and lecturers can easily access the system.

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APPENDICES

Table 1: Demographic Data of the Respondents (n=68)

Demographic Data	Frequency (N)	Percentage (%)
Academic Staff category		
Full Time Staff	05	7.4
Part Time (Facilitator)	63	92.6
Rank		
Professor	06	8.8
Associate Professor	08	11.8
Senior Lecturer	14	20.6
Lecturer I	16	23.5
Lecturer II	24	35.3
Year(s) of engagement in C-BNE at NOUN		
1-5	35	51.5
6-10	20	29.4
11and above	13	19.1

Table 2: Strengths of ODL in C-BNE at NOUN

Statement	SD	D	U	A	SA	Mean	Std Dev
Serving many students in a short time	18.5	21.5	0	41.5	36.9	3.75	1.46
University readiness to support and invest in ODL project	9.2	7.7	13.8	15.4	53.8	3.97	1.36
Connected both in and out of class	15.6	12.5	0	20.3	51.6	3.92	1.44
Enhances development of Basic IT skills	10.8	9.2	13.8	18.5	47.7	3.83	1.39
Top management commitment to implementing ODL	9.2	9.2	24.6	12.3	44.6	3.74	1.36
Instant results and feedback	9.4	17.2	26.6	10.9	35.9	3.47	1.38
Meaningful use of study material	9.4	6.3	6.3	17.2	60.9	4.14	1.33
promotes independent learning	9.2	1.5	3.1	35.4	50.8	4.17	1.19
Grand Ω						**3.87**	**1.36**

Table 3: Weakness of ODL in C-BNE at NOUN

Statement	SD	D	U	A	SA	Ω	Std Dev
Low bandwidth and unstable internet	4.6	6.2	4.6	27.7	56.9	4.26	1.11
Lack of plagiarism tools to monitor the quality of student assignment	12.3	12.3	9.2	29.2	36.9	3.66	1.41
Insufficient numbers of computers	9.2	13.8	12.3	10.8	53.8	3.86	1.46
Dependent on internet connectivity	10.8	9.2	7.7	20.0	52.3	3.94	1.40
Lack of commitment among staff and students to use ODL	6.2	36.9	30.8	1.5	24.6	3.02	1.28
Limited competencies of staff on using ODL	7.7	16.9	15.4	6.2	53.8	3.82	1.44
Stressful when time-limited assignments are given	9.2	13.8	6.2	33.8	36.9	3.75	1.34
The resistance of some students and lecturers to adopt change and new technology	9.2	12.3	13.8	15.4	49.2	3.83	1.39
Lack of awareness to implement ODL	6.2	29.2	12.3	4.6	47.7	3.58	1.48
Absence of an up-to-date ODL platform	10.8	15.4	33.8	1.5	38.5	3.42	1.41
Absence of university policy on ODL	23.1	24.6	18.5	4.6	29.2	2.92	1.55
Grand Ω						**3.64**	**1.39**

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Table 4: Opportunities for ODL in C-BNE at NOUN

Statement	SD	D	U	A	SA	Mean	Std Dev
Competency-based systems that make it easier to manage individual progress	15.4	12.3	6.2	9.2	56.9	3.80	1.58
In line with university expansion plans and the growing trend towards ODL adoption	12.3	13.8	3.1	13.8	56.9	3.89	1.51
The accessible way of learning regardless of location	13.8	6.2	1.5	27.7	50.8	3.95	1.43
Available external support of ODL specialists	13.8	9.2	9.2	16.9	50.8	3.82	1.49
Enjoy management support	16.9	10.8	18.5	9.2	44.6	3.54	1.55
Grand Ω						**3.80**	**1.51**

Table 5: Threats to ODL **in C-BNE at NOUN**

Statement	SD	D	U	A	SA	Ω	Std Dev
Unreliable power supply	6.2	7.7	4.6	53.8	27.7	3.89	1.09
Unreliable internet connection	6.2	10.8	3.1	47.7	32.3	3.89	1.16
Exchange of username and passwords by students to complete assignments for others	10.8	7.7	10.8	21.5	49.2	3.91	1.38
Internet shorthand used in student assignments	7.7	9.2	41.5	9.2	32.3	3.49	1.25
Chat sessions and other distractions	9.2	6.2	33.8	6.2	44.6	3.71	1.34
Dependence on computers for spellings probably deteriorate their knowledge of the English language.	15.4	15.4	6.2	13.8	49.2	3.66	1.57
Grand Ω						**3.76**	**1.30**