IMPACT OF SIXTH SENSE TECHNOLOGY IN TERTIARY SCHOOLS

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Abstract

The purpose of this research is to look into the impact of sixth sense technologies in higher education. Students from Delta State University of Science and Technology, Ozoro, made up the sample size. The study adopted a survey research design. The study relied on original data gathered using a standardized questionnaire. For the investigation, two hypotheses were developed. Statistical Package for Social Sciences (SPSS) ver. 23 was used to validate the hypotheses using a one-sample T-test. Students at Delta State University of Science and Technologies, Ozoro, do not have access to sixth sense technology, according to the study. The study also discovered that Sixth Sense technology facilities have no substantial impact on learning quality at Delta State University of Science and Technology, Ozoro. It was consequently suggested, among other things, that the present technology be improved so that visually impaired persons can use it.

Key words: Sixth sense, Information Communication Technology, Education quality.

1.   INTRODUCTION

1.1   Background to the study

In the twenty-first century, technology has become a worldwide defining element and an indication of country growth. Technology has infiltrated the entire realm of human learning, progress, and achievement, thanks to the rapid emergence of tech communities and crypto money (digital currency). Its scope and magnitude of impact on global systems and societal understanding are enormous. It has condensed the world into a global community and encouraged cross-disciplinary collaboration and digitization across all fields of study. Different technologies are used for distinct tasks in the ever-evolving realm of technology. Furthermore, technology pervades many areas and industries, having an undeniable impact. Over the last decade, technology has taken the world in terms of the products, communication, lifestyle, education etc. This advanced technology has brought remarkable changes to the world (Sabahat, Indu, & Akanksha, 2018). The technological advancements had squeezed traditional computer into a tiny little piece. One such advancement is   Sixth Sense Technology.

Sixth sense technology is an elevated platform which connects the physical world with the digital information using natural hand gestures to interact with that information in a simplest way. This has a wide application in the field of artificial intelligence with a power of connecting the real world with the digital world, and displaying the information on the web (Sabahat, Indu, & Akanksha, 2018).

Technology in education is a good development in Nigeria. Nigerian tertiary education, on the other hand, has yet to find its footing in the application of sixth sense technology, as both professors and students are still navigating the digital revolution in education. Education, which is the process through which individuals of any society acquire knowledge, skills, value orientation, creativity, critical thinking, behavior, and so on, has grown intertwined with technology. Technology has aided quality education by making learning resources not just more available to students, but also, according to Bitter and Pierson, more affordable (2005), technology has helped in speeding up cognition and metacognition. These have boosted knowledge creation and invariably have translated into global wealth creation and economic development.

Meanwhile, the quality of education in Nigeria appears to be deteriorating, with some Nigerian university graduates lacking marketable skills and unable to compete with their international counterparts. As a result, there is no correlation between classroom learning and real-life situations (Onyinye, 2017). FME, (2016), on the other hand, ascribed the decline in educational quality on students' lack of motivation. Teachers that use the traditional method spoon-feed students, according to Ekon (2013), and do not challenge them to uncover new truths, rules, and problem-solving methods, as well as new talents for themselves. This therefore makes sixth sense technology necessary aid to student's motivation in learning and research.

1.2   Statement of problem

Various worldwide issues have been identified as probable factors for poor educational quality (Clark, 2001; Cuban, 2000). Some of these issues include researchers asking the wrong questions when it comes to technology and education quality (Alexander, Harper, Anderson, Golja, Lowe, McLaughlan, Schaverien, & Thompson, 2006), as well as the use of quantitative research methods, which are less likely to capture the main cause of education quality shortfalls (Alexander, Harper, Anderson, Golja, Lowe, McLaughlan, Schaverien, &

Thompson, 2006) (Reeves & Hedberg, 2003). In Nigeria, the status of higher education has been a source of substantial concern, as the country continues to generate less tech-inclined graduates year after year which cannot fit favourably in the labour market nor compete in the global space.

There are few researches on sixth sense technologies in Nigerian higher institutions, which raise concerns about the quality of education (Fu, 2013). Numerous research have also been conducted to study the relationship between sixth sense technology and student performance; however, these studies have not been able to determine the precise impact of sixth sense technology on education quality at Delta State's higher institutions. As a result, an in-depth investigation of the impact of sixth sense technology in Delta state, Nigeria, is urgently required.

1.3   Objective of the study

The broad objective of the study is to investigate the impact of Sixth sense technology in Delta State University of Science and Technology, Ozoro. Specifically, the study intends to;
1.   Ascertain the extent of Sixth sense technology facilities availability to the students ofDelta State University of Science and Technology, Ozoro.
2.   Investigate the impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro.

1.4   Research questions

The following research questions are therefore formulated in line with the specific objectives:

1.   To what extent are Sixth sense technology facilities available to the students of Delta State University of Science and Technology, Ozoro?
2.   What is the impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro?

1.5   Research Hypotheses

The study is thus guided by the following research hypotheses stated in their null form:

1.   Sixth sense technology facilities are not available to the students of Delta State University of Science and Technology, Ozoro.
2.   There is no significant impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro.

2.   LITERATURE REVIEW

2.1   Conceptual Review

2.1.1   Concept of Technology

Many people associate the word technology with old-fashioned images of machines. Although there does not appear to be a commonly acknowledged definition of technology, researchers have characterized it based on subjective experience. Technology, according to Chandra (2003), is a class of knowledge that is tied to a specific product or production technique, and sometimes includes the technical abilities required to use that product or technique. Technology, according to Stewart and Chandra (2003), is the sum total of skills, information, and procedures required for making, utilizing, and doing useful things. As a result, technology refers to the use of knowledge, skills, and devices to do and make things better and easier and

faster. Technology has to do with economising resources, space and time and achieving maximum quality productivity in our day-to-day engagements.

Technology is a useful tool in life for extending the abilities of man. There are different types of technology. Ramey (2013) outlined the following types of technology: i) Communication Technology, ii) Construction Technology iii) Assistive technology iv) Medical Technology v) Information Technology vi) Entertainment Technology vii) Business Technology and viii) Education technology.

2.1.2   Sixth Sense Technology

The scientific definition of sixth sense is power of perception seemingly independent of the five senses which are "hear, touch, smell, sight and taste". That is to say the reception of information apart from the five senses. This also means Extra Sensory Perception (ESP). Challenge is what people like and change is what they want. To make a device which has power of perception will be the new change in technology and being successful in such task will be a great challenge. Using this definition engineers tried to develop an interface to receive the information from the surroundings and interact with people. Since the objective of the device was to receive the human interaction and use the device's own sense (according to the embedded program) to analyze the interaction and give the results, it was named as sixth sense device. The reason for development of this kind of device is to compel the technology to adapt peoples' environment. People would then be able to stand up from the chair in front of the computer monitor and would enjoy the real world at the same time interacting with the digital device using it as their extra.

Sixth Sense is a gesture based wearable devise developed at MIT Media Lab by Steve Mann in 1994 and 1998, and further developed by Pranav Mistry in 2009. It comprises a head worm or neck worm that contains both a data projector and camera. Head worm versions are built at Media MIT Lab in 1997 that combined cameras and illumination systems for interactive photographic art, and also included gesture recognition (e.g., finger tracking using coloured tapes on the fingers) Wikidedia, (2009).

Sixth Sense Technology is the terminology that has proclaimed its occurrence in the technological arena. This expertise has emerged, which has its relation to the supremacy of these six senses (Sabahat, Indu, & Akanksha, 2018). Our regular computers will shortly be able to sense the different feelings accumulated in the atmosphere and it is all a gift of the "Sixth Sense Technology" newly introduced. A technical term is defined as Extra Sensory Perception. It involves the response of information not gained through any of the five senses. Sixth Sense uses natural hand gestures to interrelate with that information. Sixth sense technology uses green energy systems (Sabahat, Indu, & Akanksha, 2018). Green energy is a technology, which obtain power from natural sources and cannot be depleted. Anand, Gaur, and Choudhary, (2018) identified some advantages and disadvantages of sixth sense technology. They are as follows:

i.   **Advantages of Sixth Sense Technology**

a.   The digital information and its objects are combined into the physical world by using the Sixth sense interface, thereby making the entire world as our own computer.
b.   Sixth Sense makes machines like computers to adapt to human needs and not the other way round.
c.   Hand gestures are used to communicate with digital information, multi-touch and multi-user interaction is also supported.

d.   Data from machine is directly accessed into real time. It is open source and it is cost effective and map idea can be minded anywhere.

e.   Our relevant information is provided by the gesture-controlled wearable computing device that manipulates any surface into a display.

f.   It is portable

g.   Comparatively easy to carry as can be worn in our neck

h.   Even a naïve man with little or no knowledge of mouse and computer can use this device.

i.   The cost that arose for the making of the sixth sense technology proto type is very low. A normal sixth sense device sums up to $300.

ii.   Disadvantages of Sixth Sense Technology

a.   Excessive use of a technology can cause addiction and can hamper social life as well. It will in-turn diminish humanness.

b.   Exposure of rays on surfaces like human arms can lead to health problems.

c.   This technology will affect the hardware market and will result in less revenue being generated and lower the cash inflow.

d.   It can affect the vision of the user because of its peculiar and better use at night time and in dark areas as compared to mornings and bright places.

2.1.2   Concept of Educational Performance

Education on its own can be defined as the process of acquiring skills, knowledge, values and behaviours necessary for adaptation to the environment and for productive living. Education is a process of socialization and learning. It can also be said to be a process of acculturation. Parankimali (2012) defined education as a systematic process through which a child or an adult acquires knowledge, experience, skill and sound attitude. He further stated that education makes individuals to be civilised, refined, cultured and educated. This refining and civilization of individuals can also be achieved through quality education.

There is an urgent need for sustainable economic, political and human development in Nigeria. Hence quality education in Nigeria must provide modalities for satisfying the need of economic growth, political growth and human capital development in order to provide quality leadership for the nation. After a review of international literature on quality in education, Barret, Chawla- Duggan, Lowe, Nikel and Ukpo (2006) outlined six indicators of quality education namely: effectiveness, efficiency, equality, relevance and sustainability. Most of these indicators are related to the role education must play in national development. Considering Equity in education implies that, a society can be said to have achieved quality education if its education meets the need of the society and is available to all and sundry.

This is a stage to which Nigeria as a nation aspires. Some private schools have achieved a high level of integration of technology in education and are at par with schools in the developed world but these schools are not affordable, hence only the rich can attend. Technology should be incorporated into both private and public schools and at all levels of education as it has been shown to yield positive results in other parts of the world, (Lovari & Charalambous, 2006; Gao, 2011; Vernadaki et al, 2005). ICT and other facilities are lacking in Nigerian schools, especially in public schools. A study carried out by Asiyai (2012), assessing school facilities in Delta state, using the stratified sampling technique to sample

640 respondents from 358 public schools, revealed that school facilities were inadequate and available school facilities were in a state of disrepair. This situation must be addressed by the Nigerian government.

2.1.3   Technology and Education

Technology in education according to Ramey (2013) aims at improving performance in the classroom by creating and managing various technological processes and resources. We could thus say that technology in education involves the processes of employing information, processes, devices and knowledge within the learning situation with the purpose of increasing the gains of learning. It is the application of technology to the learning situation in order to increase productivity and improve the output. By this definition it can be said that all the means employed in the classroom to improve classroom interaction can be referred to as education technology. It is simply the application of technology to the educational process in other to boost quality.

Quality education refers to education that leads to the attainment of the goals of education which include self-reliance, individual productivity, ability for self-preservation and to successfully take up assigned roles and functions in the society. According to The Flemish Association for Development, Cooperation and technical Assistance (2016) Quality education provides all learners with capabilities to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual wellbeing.

Quality education brings about economic productivity and the level of inquiry that will take Nigeria from being a one product (crude oil) economy to a diversified economy, where manufacturing will thrive. Most importantly also, quality education must breed the right values in learners and produce leaders who are not corrupt and self-centred but who have vision for the country and will serve the country and her people, build infrastructure, diversify the economy and develop international collaborations for economic development.

2.1.4   Impact of Sixth Sense Technology on Tertiary education in Nigeria

In the past in Nigeria, a typical classroom consisted of wooden tables and chairs, a black board, a packet of white chalk, teachers and learners. The introduction of technology in education has changed the face of the 21st century classroom into a classroom with fanciful and colourful chairs designed for comfort and functionality, white board, a packet of markers, a television set, computers and projectors, educational tablets etc. These changes are reflected in varying degrees depending on the type and location of the school. While this technological transformation of the classroom is clearly visible in the urban and in public schools, the traditional classroom described above is still obtainable in the suburbs and in some public schools.

There are several ways in which technology has been applied to education, leading to increased productivity in education. However, technology in education has some implications that may be negative. Technology in education also affects the psyche of learners in both positive and negative ways. Some application of technology in education include: The computer. When the computer was introduced into the school system students were preoccupied with learning how to use the computer. Computer has become a tool through which learning is achieved in the school. It is used in teaching virtually every subject, in demonstrations and in experiments. The computer is not the only technological device that has invaded the educational system. Other devices like televisions, tape recorders, DVDS,

overhead projectors, interactive boards, and other audio-visual devices which used to be devices used for the sole purpose of entertainment are now features in most classrooms from the pre-elementary level of learning all the way to the University and other higher institutions of learning.

2.2 Theoretical Framework

The current study is anchored on the theory of reasoned action as pioneered by Ajzen and Fishbein, (1980). The justification of this theory is based on its capacity to interpret human attitude towards new and sometimes advanced patters, styles and systems.

2.2.1 Theory of Reasoned Action

Ajzen and Fishbein (1980) developed the Theory of Reasoned Action (TRA) which is largely pointing to human behaviour and behavioural intention. Ajzen and Fishbein (1980) defined actual behaviour as an individual's observable response in a given situation with respect to a given target. Actual behaviour is postulated to be determined by behavioural intention (BI), which Ajzen and Fishbein (1980) defined as the cognitive representation of an individual's readiness to perform intended behaviour. The theory of reasoned action upheld that by behavioural intention in turn, is jointly determined by the individual's attitude toward the behaviour in question and the pertinent subjective norm. According to Ajzen and Fishbein (1980), attitude towards behaviour is the degree to which a person has a favourable or unfavourable evaluation or appraisal of the behaviour in question, while subjective norm is the perceived social pressure to perform or not to perform the behaviour. The sixth sense technology is an advanced technology hence not very common in developing countries. This puts the theory of reasoned action in a position to best fit the study.

2.3 Review of Empirical Studies

Manar, Anissa, and Razan (2021) investigated the impact of technology on higher education in the United Arab Emirate during the COVID-19 era. They used a survey research approach, and the study's population is made up of students from the University of Sharja in the United Arab Emirates. The study discovered that the closure of educational institutions ushered in a slew of changes, including a shift toward more technology-based education, demonstrating that technology has a substantial impact on higher education during the COVID-19 era.

Carrillo and Flores (2020) conducted a review of the literature between January 2000 and April 2020 on online teaching and learning practices in teacher education to explore how and why online teaching and learning in teacher education occur, and also discussing its implications in the context of the pandemic. The review highlighted the complex nature of the model, discussing such factors as social, cognitive and teaching issues and the need for a comprehensive view of the pedagogy of online technology-based education used to support teaching and learning.

Daoud et al. (2020) conducted a systematic review focused on the issue of equity regarding home internet access by evaluating the educational value of having internet at home for school-aged children. It found a range of correlations that were mostly positive between access to home internet and educational value across three functions: qualification (academic knowledge and skills), subjectification (strengthening individuality) and socialization (of future citizens). However, the correlation was not straightforward, nor did it imply causation. The educational value in home internet use is influenced by variables regarding the nature of online activities such as how the technology is being used and socio-economic status.

Di Pietro et al. (2020) published a report in which they attempted to investigate the direct and indirect effects of the COVID-19 pandemic on education. It generated projections regarding

the influence on and future of education based on current literature and pre-COVID-19 data. The following are the four key conclusions drawn from the paper: 1) Learning is expected to suffer an average setback; 2) the effect on academic performance is likely to vary with socioeconomic status; 3) socioeconomic inequality may manifest in an emotional response, as those from less privileged backgrounds may be under more environmental stress; 4) the widening social gap may persist and have long-term implications.

Wael, Jehan, and Feras, (2018) investigated and explored the adoption of information communication technology by the universities and the impact it makes on the university students' academic performance. They employed a quantitative research approach with a sample size of 1000 students, data were collected about the ICT adoption in universities and the relative performance of students belonging to four Saudi universities. Structure equation modelling was used to determine the validity of their research model. Their study made use of Analysis of Moment Structures (AMOS) as technique for structural equation modelling and path analysis. Findings from their study revealed that there exists a relationship between ICT adoption and academic performance in a conservative environment. An additional finding also stated that ICT adoption resulted in the improvement of the performance of female students more than the male.

Akhter, and Ahmer, (2017) conducted a study on the sixth sense technology in Urdu and Karachi, Pakistan. They employed a survey research design and population of their study comprises students of computer science department Urdu and Karachi of Pakistan. Distinctive realization methodology and the potential applications and prospect of such technology were considered for the study. Their study found that Sixth Sense technology is a technology by means of which a system could be taught to distinguish and percept, and act in response as preferred in the real- world objects. The study also found sixth sense technology as the latest technology which helps totie the physical world with the digital world.

2.4   Gaps in Knowledge

Researchers are asking the incorrect questions when it comes to technology and education quality, which is why there are research gaps in this field (Alexander, Harper, Anderson, Golja, Lowe, McLaughlan, Schaverien & Thompson, 2006). Furthermore, the previously employed quantitative study method is less likely to capture the primary source of educational quality gaps (Reeves & Hedberg, 2003). Only a few investigations have been done on sixth sense technologies (Fu, 2013). There is also a research gap in determining the precise influence of sixth sense technologies on education quality at Delta State's postsecondary institutions.

3.   METHODOLOGY

3.1   Research design

The study employs survey and research design. A survey research design is one in which a group of people or items is studied collecting and analyzing data from only a few people or items considered to be representative of the entire group (Nworgu, 2006).

3.2   Population and Sample size of study

The population of the study consists of all students in Delta State University of Science and Technology, Ozoro. This data is volatile and unpredictable thus difficult to compile. Given that the population is unpredictable, the study therefore, determined its primary data sample

size using the Cochran's formula for large population using an estimated proportion of the population of:

$$n0 = \frac{Z^2 Pq}{e^2}$$

Where:

n0 = Sample Size

Z^2 = Z-value

p = estimated proportion of the population

e^2 = desired level of precision (margin of error)

q = 1-p

Hence, n0 = $\dfrac{1.96^2(0.95)(1- 0.95)}{0.05^2}$

n0 = *72.9904 (Approx. = 73)*

3.3 Method of Data Collection

Data for the study was collected through primary source and secondary source. Structured questionnaire was used in collecting the primary data. The questionnaire was structured on a 4-point Likert scale of Strongly Agree, Agree, Disagree and Strongly Disagree. The ranges of scores will be weighted as 4, 3, 2, and 1 respectively. The researcher administered copies of the instruments directly to the respondents with the help of one trained research assistants. The research assistant was briefed on the method of data collection and also in terms of distribution and retrieval of the instruments. The distribution and retrieval of the instrument lasted for three days.

3.4 Validity of the Instrument

Construct validity was used in validating the instrument. This was carried out by subjecting the instrument to factor analysis with the use of SPSS version 23. The validity test was done by giving out 73 items of questionnaire to Lecturers in Delta State University of Science and Technology, Ozoro to ensure accuracy of the sampling adequacy; the result is as shown below.

Table 3.1

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.854
Bartlett's Test of Sphericity	Approx. Chi-Square	479.127
	Df	45
	Sig.	.000

Source: SPSS Ver. 23.

The KMO and Bartlett's Test result revealed a Kaiser-Meyer – Olkin Measure of Sampling

Adequacy value of 0.854. According to the measurement of appropriateness of Facto Analysis, the KMO and Bartlett's Test showed a meritorious result. Hence, the instrument is considered valid.

3.5 Reliability of the Instrument

For reliability of primary data, a statistical analysis was conducted to determine the internal consistency of the items of the questionnaire. This was done using Cronbach Alpha. Pallant (2007) stressed that when a psychometric scale is used, the internal consistency could be checked using Cronbach alpha.

Reliability Statistics:

Table 3.2: Cronbach's alpha values for research questions

Reliability Statistics	
Cronbach's Alpha	N of Items
.786	10

Source: SPSS ver. 23.

The Cronbach's alpha on the test of measurement reliability scale for the impact of sixth sense technology on Tertiary Institutions in showed an alpha level of .786 which is above the generally accepted threshold of .70. Thus, the measurement is reliable.

3.7 Method of Data Analysis

The technique employed in analysing the quantitative data in the study is the descriptive statistics done with the aid of statistical package for social science (SPSS ver. 23). A mean of 2.5 was used as decision thresh-hold in answering the research questions while the One-Sample Mean T-test was use in testing the formulated hypothesis one. The level of significance is 5%, while 95% confidence interval is adopted for the study.

3.7.2 Decision Rule:

The null research hypothesis will be rejected when the t-test statistics is less than 0.05; if greater than 0.05 the research hypothesis will be accepted.

4. Data Presentation and Analysis
4.1 Descriptive Statistics
4.1.1 Analysis of research questions

The questionnaires distributed to the respondents are 73. However, only 70 (95.89%) questionnaire was duly filled and returned. Hence, only 70 questionnaires were considered for the analysis.

Research question one:

To what extent are Sixth sense technology facilities available to the students of Delta State University of Science and Technology, Ozoro?

Table 4.1: Descriptive statistics of investigative questions

Descriptive Statistics								
Investigative Questions	**SA**	**A**	**D**	**SD**	**N**	**Sum**	**Mean**	**Std. Dev.**
I am a tech compliant student with deep hunger fornew breed technological advancement.	46	22	2	0	70	254	3.63	**.543**
I have knowledge of sixth sense technology and have practically made use of it.	33	29	8	0	70	235	3.36	**.682**
My school employs s the use of technology of some sortin delivering lessons and other academic activities.	46	22	2	0	70	254	3.63	**.543**
Sixth sense technology is a very important topic in mystudy curriculum in line with global education practice.	44	22	4	0	70	250	3.57	**.604**
Sixth sense technology is not practically in use in myschool despite our technological standings.	46	20	4	0	70	252	3.60	**.600**
Valid N (listwise)					**70**			

Source: Field Survey, 2021.

Table 4.1 shows the descriptive statistics of investigative questions which indicates that the mean statistics of the five (5) scores higher than 2.50 with the least of them scoring a mean of 3.36 (question two) which is still higher than 2.50. The summary statistics also reveals a grand mean value of 3.55 for the investigative questions which is above the decision threshold hence to a great extent, sixth sense technology facilities is not available to the students of Delta State University of Science and Technology, Ozoro.

Research question two:

What is the impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro?

Table 4.2: Descriptive statistics of investigative questions

Descriptive Statistics								
Investigative Questions	SA	A	D	SD	N	Sum	Mean	Std. Dev.
The sixth sense technology is a technological advancement which is capable of improving lifestyle and human efficiency.	35	27	8	0	70	237	3.39	**.687**
There is a very high need for sixth sense technologyfacilities to be made available for students in Tertiary institutions such as Delta State University of Science and Technology, Ozoro.	46	22	2	0	70	254	3.63	**.543**
Sixth sense technology can improve learning timeand simplify learning approaches.	44	22	4	0	70	250	3.57	**.604**
The quality of education in Nigeria tertiary institutionscan be influenced by the availability and utility of sixth sense technology to plan and implement lectures.	48	18	4	0	70	254	3.63	**.594**
Students' performance and efficiency can grow substantially given the reduction in learning time brought by sixth sense technology.	39	23	8	0	70	241	3.44	**.694**
Valid N (listwise)					70			

Source: Field Survey, 2021.

Table 4.2 shows the descriptive statistics of investigative questions which indicates that the mean statistics of the five (5) scores higher than 2.50 with the least of them scoring a mean of 3.39 (question one) which is still higher than 2.50. The summary statistics also reveals a grand mean value of 3.53 for the investigative questions which is above the decision threshold hence to a great extent, there is a significant impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro.

4.2   Test of Hypotheses

4.2.1   Test of Hypothesis one

H_0: Sixth sense technology facilities are not available to the students of Delta State University of Science and Technology, Ozoro.

Table 4.3a

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
SST	70	35.574	4.3121	.54167

Table 4.3b

One-Sample Test

	Test Value = 0.05					
					95% Confidence Interval of the Difference	
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
SST	65.580	69	.100	36.19286	34.2322	36.19

Source: SPSS ver. 23

Table 4.3a-b above shows a t statistic value of 65.580 which is significant at .05 level; the sig (2-tailed) value was .100. Hence, ($p > .05$). Thus, the study finds evidence to accept the null hypothesis and conclude that, sixth sense technology facilities are not available to the students of Delta State University of Science and Technology, Ozoro.

4.2.2 Test of Hypothesis one

H_0: There is no significant impact of Sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro.

Table 4.4a

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
SST	70	35.4429	4.44821	.53166

Table 4.4b

One-Sample Test

	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
			Test Value = 0.05			
					Lower	Upper
SST	66.570	69	.000	35.39286	34.3322	36.45

Source: SPSS ver. 23

Table 4.4a-b above shows a t statistic value of 66.570 which is significant at .05 level; the sig (2-tailed) value was .000. Hence, ($p < .05$). Thus, the study finds evidence to refute the null hypothesis and accept the alternate. Therefore, there is significant impact of sixth sense technology facilities on learning quality in Delta State University of Science and Technology, Ozoro.

4.3   Discussion of Findings

The purpose of this research is to assess the influence of sixth sense technologies in Nigerian tertiary schools. The current study discovered that sixth sense technology facilities are not available to Delta State University of Science and Technology, Ozoro students after testing hypotheses. The current study also discovered that sixth sense technology facilities had no substantial impact on learning quality at Delta State University of Science and Technology, Ozoro. This finding is consistent with Di Pietro et al. (2020) and Wael, Jehan, and Feras (2018), who looked into the adoption of information communication technology by universities and the impact it has on university students' academic performance and discovered a link between ICT adoption and academic performance in a conservative environment. The study also aligns with Akhter and Ahmer (2017), who identified sixth sense technology as the most recent technology that aids in the integration of the physical and digital worlds.

5.1 Conclusion

The technology of the sixth sense has progressed to integrate information into the real environment. The future life is based on intuition. It can provide basic control over industrial equipment and machinery. It can help engineers and builders enroot many application areas based on their creativity, imagination, and what they need and how they need it. It's also known as open-source software because of its widespread use. It is intended to take the place of Fifth Sense Technology. The Sixth Sense technology will have a significant impact on science and technology.

5.2 Recommendation

As a result of the study's findings, the following suggestions are made:

i. Given that Delta State University of Science and Technology, Ozoro students do not have access to sixth sense technology, it is strongly advised that such facilities be made available to tertiary institutions in order to stimulate technological improvement in learning.

ii. It is also suggested that existing technology be improved so that visually impaired persons can use it.

5.3 Suggestion for future studies

The current study emphasized on sixth sense technology as it impacts tertiary institutions. There is need to extend similar studies to pre-secondary and secondary schools. Finally, the current study only focused on Delta State University of Science and Technology, Ozoro. This may lack generalizability hence, it is important that further efforts in the area of sixth sense technology be pursued in other tertiary institutions in Nigeria.

5.4 Contribution to Knowledge

The study contributes to information communication technology literature, expanding the body of knowledge to cover the inputs by sixth sense technology to enhance learning and lecturing in tertiary institutions in Nigeria. Also, educationists who may leverage on the advancement in technology to promote quality education in both tertiary and pre-tertiary institutions.

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