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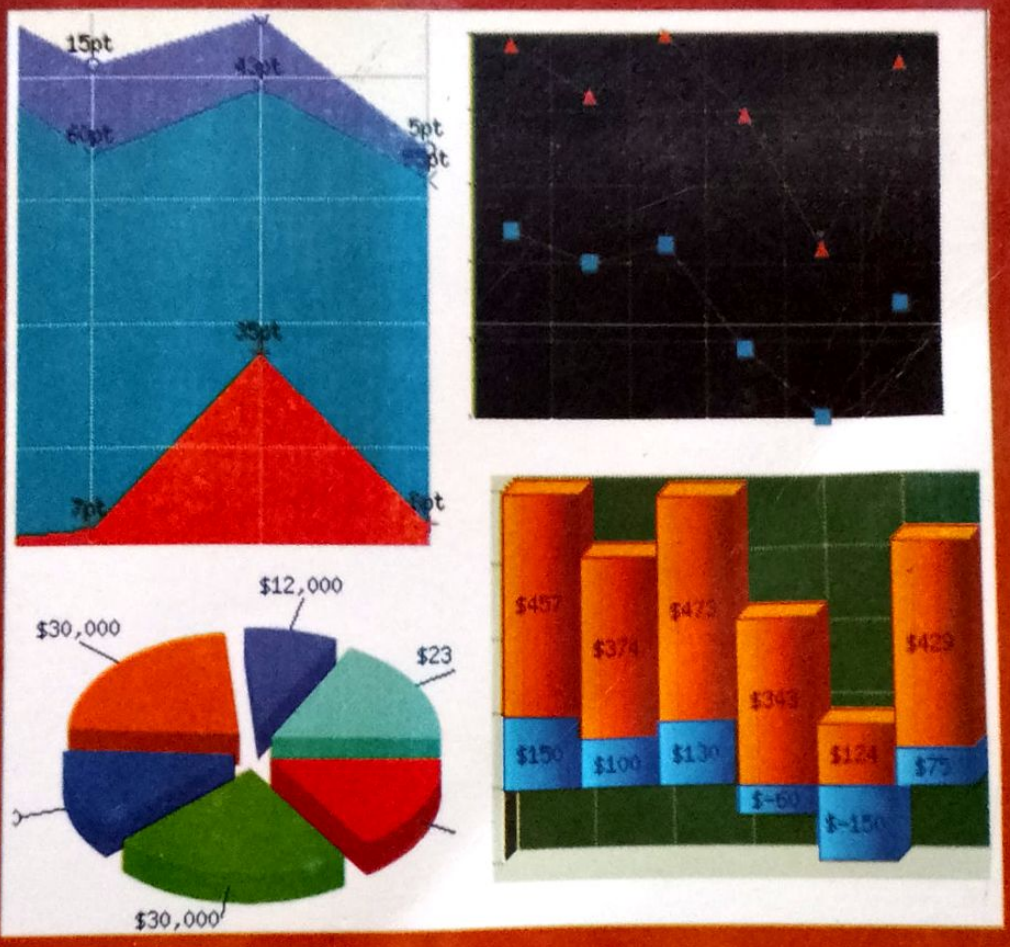


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# EDITORIAL

The Editorial board of International Journal of Educational Foundations and Management (IJEFAM) is making another bold step in enlightening the educational spectrum with another robust comprehensive and well-packed Journal. With the consolidation of the three universities in Ekiti State (University of Ado-Ekiti, The University of Education, Ikere - Ekiti and University of Science and Technology Ifaki - Ekiti) into one university, now (Ekiti State University, Ado-Ekiti), this Journal has been repackaged to meet international requirement and standard. This volume as well as usual is interdisciplinary in nature and covers nearly all aspects of education and other cognate areas related to education.

It is our hope that researchers, readers and knowledge seekers will subscribe to the journal and find it a companion in their academic pursuit. This volume has not deviated from the original objectives of publishing scholarly information, ideas, innovations inventions that can enlarge the frontiers of knowledge. I wish every reader good digestion of this academic manna.

**Prof. I. A. Ajayi**
*Editor-in-Chief*

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# Senior Secondary School Students' Perception of ICT Integration into Learning of English Language in Oyo State, Nigeria

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**Abstract**

*The English language plays a very important role in the affairs of Nigeria. As the second and official language, it is widely accepted at various ethnic and linguistic levels as a means of communication. In school, it is the official language of instruction from the fourth year of the primary education to the tertiary level as well as a subject of study at all levels of education. However, many Nigerians do not yet have access to it and many students find it difficult to use it effectively considering their poor performance in English language examinations. Research recommends that the use of ICT in English language instruction could improve students' performance in it. However, students' perception of ICT would determine whether its' use could help them improve performance or not. Two research questions were raised and a 25-item questionnaire was administered on 480 senior secondary school students drawn from fifteen senior secondary schools in Ibadan North local government area of Oyo State. Data analysed showed that respondents perceived ICT as very important and capable of helping them improve their performance. It was therefore, recommended that ICT facilities be provided for learning English language in senior secondary schools.*

## Introduction

The English language has been described as the most widely spread and spoken language world over (Crystal, 1997). It has also been noted that one out of five of the world's population speaks English with some degree of competence and also that 90% of all information in the world's electronic retrieval systems is stored in English language (Hasman, 2004). Among the various languages spoken in Nigeria, English language stands out on its own being the most widely used in metropolitan and cosmopolitan cities (Babajide, 2001).

It is also the official language of transaction of government business. It is used in the military and paramilitary sector, in the judiciary, in the legislature and in the media. It is the language of unity and widely accepted by different linguistic groups in the country. In education, it is a compulsory subject of study at all levels and also the language of instruction from the fourth year of the primary school to the tertiary level (Bamgbose, 1971; Olatunji, 2000; Osisanwo, 2005). To meet admission requirements into any tertiary institution in Nigeria, an O'level credit pass in English language is a prerequisite irrespective of the intended course of study. Failure in English language therefore, means failure to secure social, economic and political securities. It also means failure to gain employment in government service, firms and organisations. Consequently, Akindele and Adegbite (2000) noted that it has become domesticated in Nigeria.

English language is a language of prestige in Nigeria (Oyetade, 2001; Iwara, 2008) and of upward mobility because of the advantages associated with the ability in its use. Thus, it is the yardstick for measuring the quality of one's education in Nigeria. It has become the passport for economic, political and social success and now constitutes a status symbol and a gateway to the cream of the society's world. Good performance in English is associated with academic success (Oyetade, 2001). In view of the strategic position of English language in Nigeria, it is expected that proficiency would be high in the language especially among students at various levels of education. This is, however, not the case as less than 20% of Nigerians can claim to have adequate access to the language (Iwara, 2008). Official records show that students' performance in this subject in school and out of school is low. The West African Examinations Council (WAEC) Senior School Certificate results and Chief Examiners' reports from 2003 to 2013 indicated a low proficiency in candidates' use of English language.

Many factors may have accounted for poor performance of students in English language. Some of the factors pointed at by research are teacher factors, student factors and environmental factors (Ajibade, 2000; Ehusani, 2002). Despite recommendations arising from research findings, performance of students in examinations has not significantly improved. Kolawole and Olatunji (2006) attributed poor performance to lack of computers, videos, DVDs, and modern ICT facilities that could improve the teaching of the subject. Similarly, Logan (2001) stressed that non-adoption of ICT by educators and learners account for the failure of learners to achieve desired learning outcomes. While Abimbade and Ogar (2005) identified appropriate methodology as a vital factor in enhancing students' performance in English language, Williams (1990) noted that teaching materials besides textbooks needed to be used in English language classrooms.

Elsewhere in the world, focus seems to have shifted from textbook to technology in the classroom. In this era of technology, there are different types of Information Communication Technology (ICT) facilities and gadgets that can be used

in the classroom. Technological innovations in education have brought many kinds of audio and video-based ICT gadgets and equipment into the classroom to enhance teaching and learning. Thus, Gillian (2001) identified the following changes, among others, in students' behaviour attributable to ICT:

- The development of various intellectual skills such as reasoning and problem solving
- Learning how to learn with creativity
- Specificity of what is learned using the new technologies is broadened and deepened.
- Students demonstrate a greater spontaneous interest in a learning activity.
- The time and attention devoted to learning activities increase when students use lCT.
- The ease of access to information develops the research spirit.
- Broader co-operation among individuals within and beyond school in enabled through technologies.

The availability of simulation, virtual manipulation, graphic representation and rapid merging of data contributes to linkage in knowledge and leads to more integrated and better assimilated learning. Relationships between teachers and students are more interactive and guiding, rather than transferring information from teacher to student Capacity to cope with rapidly changing, complex, and uncertain environment is enhanced.

New skills and abilities are fostered through technology literacy. But irrespective of the advantages of using ICT in education, the success of any devise will depend on how its intended users perceive it.

Perception is a significant factor in determining acceptance and use of a device or tool. For any educational tool to be effectively used it needs to be positively perceived by its intended users. Perception has been described as expression involving mental interpretation influenced by mental state, past experience, knowledge, motivations and other factors (Slavin, 2000). It also means to react in all possible ways by sight, touch or smell, (Kundu and Tutoo, 1988).In that sense, it involves the cognition of a number of facts associated with the object being perceived based on experience with the said object to be able to take a justifiable position about such object.

Perception can be positive or negative. Learners can positively or negatively perceive their learning environment, for instance, lCT equipment, based on their interpretation and assessment of the devices. Perception can also be based on knowledge and experience or lack of both that one may have about the environment (Rama Rao, 2008).

Location of school is relevant in educational issues (Okebukola, 2002). Location of school could be conceptualized as the pervading environmental condition surrounding a school. Such environmental condition could be urban, rural or sub-

urban. Wall (1975) in Jaiyeoba (2008) noted that a school's location plays a vital role in determining the kind of educational opportunities offered.

Urban areas are characterised by modem life-style including the availability and use of modem technologies and infrastructure. This may not be said of the rural and sub-urban areas where traditional life-style tends to dominate. The sub-urban areas might have a certain degree of technological presence unlike the rural areas where in most cases there is complete absence of modem technology. The characteristics of an area would influence the school located in it. Consequently, school location could negatively or positively affect students' dispositions towards technology and ICT facilities based on the prevailing conditions. Students in urban and sub-urban areas are likely to perceive ICT resources differently.

**Statement of the Problem**

Students' poor performance in English language has been attributed to lack of modern technological language facilities like computers, videos, DVDs, films, language laboratory and other ICT gadgets. One of the recommendations aimed at improving English language performance is the integration of ICT facilities into language learning in schools based on the premise that ICT can improve students' learning. However, no educational device may make the desired impact on learning unless the learners for whom such device is provided are positively disposed towards it. Therefore, this study focused on students' perception of ICT integration into learning of English language in senior secondary schools. It also determines the influence of school location on the students' perception.

**Research Questions**

The following research questions guided the study.

Q1 How do senior secondary school students perceive the integration of ICT into learning of English language?

Q2 Is there any variation in urban and sub-urban students' perception of ICT integration into learning of English language?

This study examined the perception of ICT integration into learning English language by senior secondary class II students (SS II) in selected public and private secondary schools in Ibadan North and Akinyele Local Government Areas of Oyo State. Five ICT facilities were selected for this study, namely, computer, video equipment, audio tape recorder, film projector, and internet.

## Theoretical Framework

### Cognitive Theory

Cognitive theory is based on cognitive psychology which explores the internal mental processes of human beings. It emphasizes complex, abstract intellectual processes such as thinking, problem solving, perception and so on (Gagne, 1980).

The cognitive approach was brought to prominence by Donald Broadbent's book *Perception and Communication* in 1958. Since then, the dominant paradigm in the area has been the information processing model of cognition that Broadbent proposed. The focus is on the way of thinking and reasoning about mental processes in the brain.

Cognitive psychology was coined by Neisser(1967) in which people were characterized as dynamic information processing systems whose mental operations might be described in computational terms. Neisser emphasized it is a "point of view" that postulates the mind as having a certain conceptual structure. It therefore presupposes that responses are affected by the point of view of the receiver of the stimulus as well as by his or her environment. Advocates of cognitive theory seek information about ways individuals think or engage in cognitive activities while solving problems.

### The Goal of ICT in Education

The ultimate goal in promoting the use of ICT in schools has been to increase the effectiveness of teaching and improve pupils learning (Higgins, 2003). The expectation of the revolution that ICT can bring into teaching and learning is that they can dramatically enlarge the repertoire of learning. This has necessitated investments on ICT in the last decade. In the Nordic countries, the wider policy target "to improve pupils' learning" is the major overall objective of ICT in schools (Balanskat, Blamire & Kefala, 2006) because it is assumed that there is a causal relationship between ICT and pupils learning.

Oppeheinmer, (1997) in Cummins, Brown & Sayers (2000) gave two major rationales for investment in ICT for schools in Western Countries:

(i) To promote the development of the kinds of literacy (and numeracy) skills required to function effectively in the global economy and in the society of the twenty-first century literacy skills.

(ii) To improve traditional learning outcomes for all students, but particularly for students who experience disproportionate underachievement.

### Factors that Influence Perception

Individuals may look at the same thing, yet perceive it differently. A number of factors operate to shape and sometimes distort perception. These factors can reside in the perceiver, in the object being perceived or in the context of the situation in which the perception is made.

***The Perceiver***

When an individual looks at an object or target and attempts to interpret what it stands for, that interpretation is heavily influenced by the personal characteristics of the individual perceiver. The major characteristics of the perceiver influencing perception, according to Pratima (2012), are attitudes, motives, interests, past experiences, cognitive structure and expectations. It is also believed that occupation, location, gender, culture, socio economic status, religion, education, family background can influence perception.

***The Object***

The characteristics or features of the object being perceived affect its perception. The utility value of an object or its physical design can affect perception just as extremely attractive individuals are more likely to be noticed in a group than ordinary looking individuals. Motions, sound, colour, size and other attributes of a target object affect how people will see that object (Pratima, 2012). Rama Rao (2008) noted that the relationship of a target object to its background also shape the way people see it. ICT facilities may be perceived in relation to their international usage and technology advancement globally.

***The Context***

The situation in which the perceiver sees the object can influence attention or impression of the object. Some situations provide stronger cues or impressions of the object than the others (Rama Rao, 2008). In comparing a situation where a student sees the real classroom application of ICT and in another situation where the same student sees a depot of ICT facilities, there will likely be varying shades of ICT perception for both cases. The perceivers' impression can therefore be accounted for by the context and may not reflect the perceivers' disposition.

**Location of School and ICT Perception**

School location is a significant factor in education (Omisade, 1985). School location comprises the entire environmental condition of a school. This condition is also capable of affecting and influencing the entire school system, including the academic activities (Boylan, 1998). School location could be urban, rural or sub-urban. The urban area is characterized by the availability of modern infrastructural facilities including ICT and technology. The rural area refers to the environment that is physically distant from the modern facilities of the urban area. The sub-urban area refers to a transition or interaction zone where urban and rural activities are juxtaposed.

Thus, the influence of the environmental condition of a school on the technological exposure of students could be enormous. Akintunde (2004) stated that presence of resources and modern lifestyle in the urban area like electricity, modern technological gadgets, ICT resources and so on account for better living

conditions in that area. This invariably reflects on the entire school system located in such area and on the students' technological know-how. The rural and sub-urban areas have little or no modern technology and this also reflects on the entire school system located there.

This is further buttressed by Odinko's (2002) assertion quoted in Jaiyeoba (2008) that school location affects resource provision for effective learning. According to Odinko (2002), schools cited in urban areas typically have better resources, better qualified teachers and more intellectually aiding materials (including ICT) available to learners. Eze (2005), similarly, noted that most modern technological audio-visual materials like overhead projectors, motion pictures, filmstrips, slide-tapes, records and tapes are mainly found in urban schools. This, then, implies that students in urban schools will have more access and exposure to technology and ICT than their counterparts elsewhere.

Consequently, these environmental differences are capable of influencing ESL students' perception of integration of ICT into their English language learning. Students that are more familiar with modem technological devices are more likely to differently perceive the integration of such devices into learning than others who are not as familiar with the devices. Thus, school location may cause variation in secondary school students' perception of integration of ICT into English language learning.

## Methodology

The descriptive research of survey design was adopted for the study. The population for this study comprised all public and private senior secondary schools in two selected local government areas in Oyo State. The state was stratified into urban and sub-urban areas. Random sampling method was employed to select one local government area from each stratum. Selected local government areas are Ibadan North in the urban area and Akinyele in the sub-urban area. From the selected local government areas, the schools were later stratified into private and public schools from where selections were proportionally made. Twenty students were randomly selected from each school for the study. The distribution of the sample schools and students selected for the study is presented on Table 1.

**Table 1: Distribution of Population, Sample Schools and students studied**

| Local Government Area | Public School Population (Sample) | Sample size | Private School Population (Sample) | Sample size |
|---|---|---|---|---|
| Ibadan North | 32 (10) | 200 | 12 (5) | 100 |
| Akinyele | 15 (6) | 120 | 6 (3) | 60 |
| Total | 47 (16) | 320 | 18 (8) | 160 |

A sample of fifteen senior secondary schools was drawn in Ibadan North from thirty-two public and twelve private schools respectively, while a sample of nine schools was drawn in Akinyele from fifteen public and six private schools. In all, four hundred and eighty (480) respondents were drawn from the two areas for the study.

The instrument used for data collection was the questionnaire. A four point modified Likert type questionnaire was designed by the researcher and used for the study. The questionnaire is made up of two parts: A and B. Part A sought for demographic information on students, like Name of School, Type of School and Local Government Area. Part B sought information on perception variables in the research questions.

Twenty five questions were structured by the researchers to elicit answers to the research questions. The responses were classified into Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The points were reversed for negative items. The respondents were required to choose options that best indicate the extent of their agreement or disagreement with each item. Reliability of instrument was determined using Kudar-Richardson to analyse the responses of fifteen non inclusive group for the study.

## Results

### Research Question 1

How do senior secondary school students perceive the integration of ICT into learning of English language?

**Table 2: Summary of Students' Perception of ICT Integration Learning into English Language**

| S/N | Statement | SA (%) | A (%) | D (%) | SD (%) | X |
|---|---|---|---|---|---|---|
| 1 | Using ICT will increase my interest in learning English language | 252 (52.5) | 176 (36.7) | 40 (8.3) | 12 (2.5) | 3.4 |
| 2 | Using ICT will make me to enjoy more time in learning English language | 132 (27.5) | 250 (52.1) | 38 (7.9) | 10 (2.1) | 2.8 |
| 3 | Using ICT is a distraction | 46 (9.6) | 70 (14.6) | 151 (31.5) | 213 (44.4) | 1.9 |
| 4 | Using ICT will improve my method of learning English language | 302 (62.9) | 126 (26.3) | 39 (8.1) | 13 (2.7) | 3.5 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5 | Using ICT will not Improve my written English language | 33 (6.9) | 67 (14) | 193 (40.2) | 187 (39) | 3.1 |
| 6 | Using ICT to learn will help me to perform better in English language examinations | 190 (39.6) | 220 (45.8) | 62 (12.9) | 08 (1.7) | 3.2 |
| 7 | Using ICT will make me to think on my own and create my own ideas | 231 (48.1) | 157 (32.7) | 72 (15) | 20 (4.2) | 3.2 |
| 8 | Using ICT will make me to concentrate better on language learning | 180 (37.5) | 200 (41.6) | 72 (15) | 28 (5.8) | 3.1 |
| 9 | Using ICT will make me to learn new words in English | 320 (47.9) | 243 (50.6) | 07 (1.5) | - | 3.5 |
| 10 | Using ICT will help me to learn the language of technology | 267 (55.6) | 223 (46.5) | - | - | 3.6 |
| 11 | Using ICT will make me confident in my spoken/oral English language | 130 (27.1) | 200 (41.6) | 98 (20) | 52 (10) | 2.9 |
| 12 | Using ICT will make it difficult for me to learn to read in English language | 14 (2.9) | 41 (8.5) | 230 (47.9) | 195 (40.6) | 1.7 |
| 13 | Using ICT will make me to learn better together with other students | 105 (21.9) | 213 (44.4) | 89 (18.9) | 73 (15.2) | 2.7 |
| 14 | Using ICT cannot change my English language learning habit | - | 32 (6.7) | 132 (27.5) | 316 (65.8) | 3.6 |
| 15 | Using ICT will make me remember what I have learnt | 294 (61.2) | 177 (36.9) | 08 (1.7) | 01 (0.2) | 3.6 |
| 16 | Using ICT will help me to learn on my own | 184 (38.3) | 197 (41) | 63 (13.1) | 36 (7.5) | 3.1 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17 | Using ICT will make language learning more enjoyable | 257 (53.5) | 191 (39.8) | 27 (5.6) | 05 (1) | 3.5 |
| 18 | Using ICT will waste my time | 130 (27.1 ) | 140 (29.2) | 112 (23.3) | 98 (20.4) | 2.4 |
| 19 | Using ICT will add fun and variety to English language learning | 262 (54.6) | 215 (44.8) | 03 (0.6) | - | 3.5 |
| 20 | Using the tape recorder will improve my listening ability | 240 (50) | 232 (48.3) | 05 (1) | 03 (0.6) | 3.5 |
| 21 | Using the tape recorder will make me to pronounce word correctly | 240 (50) | 230 (47.9) | (06 (1.3) | 04 (0.8) | 3.5 |
| 22 | Using the computer will make me to learn correct spelling of words | 195 (40.6) | 169 (35.2) | 86 (17.9) | 30 (6.3) | 3.1 |
| 23 | Using the video will make me more attentive in class | 197 (41) | 172 (35.8) | 76 (15.8) | 35 (7.3) | 3.1 |
| 24 | Using the film projector will improve my pronunciation in English language | 177 (36.9) | 197 (41) | 101 (21) | 05 (1) | 3.1 |
| 25 | Using the internet will help me to learn English language from many sources | 147 (30.6) | 181 (37.7) | 97 (20.2) | 55 (11.) | 2.9 |

Table 2 shows that students perception of the integration of ICT into English language learning was positive on twenty three out of twenty five items listed. These items are 1-2, 4-11 and 13-25. All the twenty three items yielded high mean scores (above 2.50 out of 4.00). Only two items yielded low mean scores (less than 2.5), i.e., items 3 and 12. It could be inferred from the students' responses that they perceived ICT integration with high hopes of improvement in performance.

**Research Question 2**

Is there any variation in urban and sub-urban students' perception of ICT integration into learning English language?

**Table 3: Summary of t-test to Show Variation in Urban and Sub-urban Students' Perception of ICT Integration into Learning English Language**

| Location | N | Mean | SD | df | t-cal | t-crit | p l |
|---|---|---|---|---|---|---|---|
| Urban | 300 | 90.59 | 15.32 | 478 | .522 l | 1.96 | Not Sig |
| Sub-Urban | 180 | 89.82 | 16.16 | | | | |

Not Significant at 0.05 level (P<0.05)

Table 3 shows that there is no significant difference in the ICT perception by students in urban and sub-urban areas (t-crit = 1.96; t-cal = -243; df = 478). This implies that both areas perceived ICT integration as beneficial.

## Discussion

In the investigation of senior secondary school students' perception of the integration of ICT into English learning of language, two research questions were generated. The first research question generated was on how senior secondary school students perceive the integration of ICT into English language learning. Findings reveal that there is positive perception of ICT integration into English language learning by secondary school students. This result is in agreement with the findings of Ayoade and Olaniyi (2006) and Olagunju (2005). Ayoade and Olaniyi (2006) examined students' attitudes towards the use of electronic information resources and found out that both male and female students had reasonably good attitudes towards the use of electronic resources. Olagunju (2006) in a study on the awareness and utilization of ICTs by higher institution students found out that both male and female students appreciate the role of computer and its application in the study of science.

The second research question was whether there is any variation in the perception of ICT integration among students in the urban and sub-urban areas. Findings reveal that there is no variation in the perception of both the urban and sub-urban secondary schools. This shows that school location does not affect students' perception of ICT integration. The result of this study is supported by the findings on general students ICT perception (Kumar &Tammelin, 2008) that ICT is useful as a tool in learning. There are no negative perceptions of ICT by students reported in cases reviewed, irrespective of school location.

## Conclusion

Many researchers have suggested that ICT could be very useful in the teaching and learning situation. The findings of this study have revealed that students are hopeful and optimistic that ICT could improve their learning and achievement in English Language irrespective of their school location. This research believes that if ICT is

integrated into English language learning, students' achievement in examinations will significantly improve.

**Recommendations**

Based on the findings of this study, the following recommendations are made. ICT should be integrated into English language teaching and learning especially at the senior secondary school level for better achievement. Ministries of Education should invest in ICT facilities to improve language teaching and learning irrespective of school location.

There should be coherent strategies backed by official policies to provide ICT facilities that should be accessible to students for language learning in urban, sub-urban and rural secondary schools.

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