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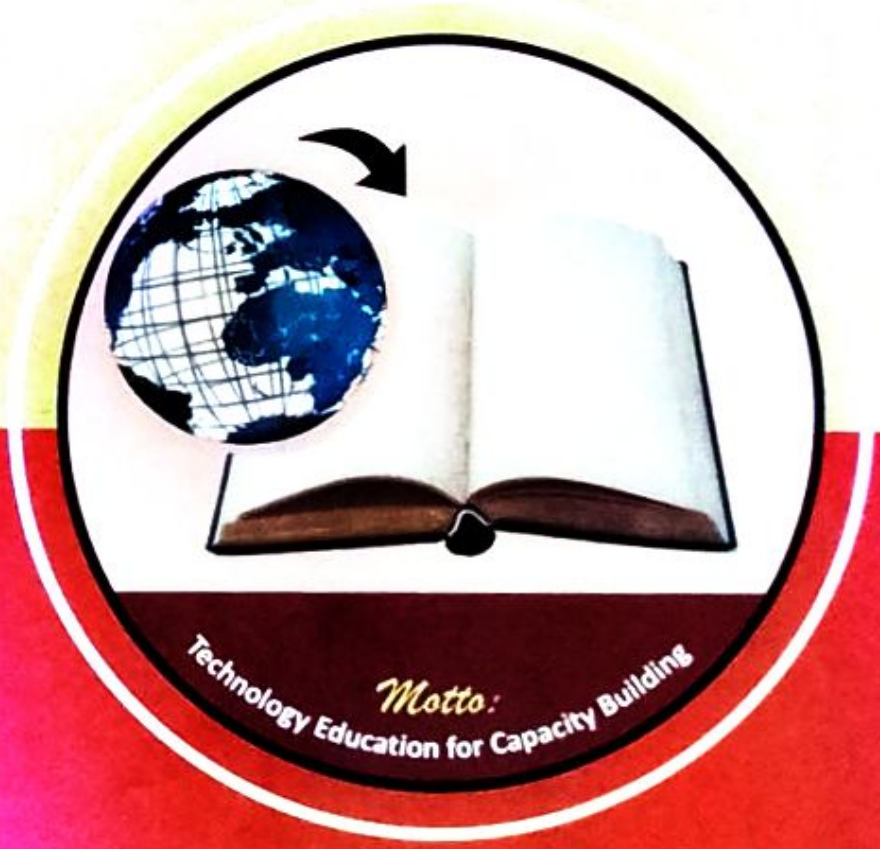

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FROM THE EDITORIAL DECKS

The Journal of Information, Education, Science and Technology (JIEST) publish by School of Science and Technology Education, Federal University of Technology, Minna, Nigeria has released volume 3, No. 1, June, 2016.

JIEST is a multi-disciplinary Journal that contains research findings on diverse topics in Information, Education, Science and Technology. Articles the above areas should be sent to the Managing Editor.

My unreserved appreciation goes to the Dean, School of Science and Technology Education of the above University for her tireless efforts in making sure that the demand of the Editorial Board are always met in order to publish the articles of the contributors at the appropriate time.

I thank the Editorial Board for their good work and for ensuring that articles are published with little or no errors, and also published articles twice in a year (June and December). The efforts of the contributors to this volume are commendable. It is not easy to conduct a research and have it published. The Editorial consultants and Reviewers made their inputs towards improving the work of contributors and I really appreciate their efforts.

Our readers comments, advice, suggestions are welcome for further improvement on the quality of the Journal.

Robert O. Okwori (PhD)
(Associate Professor)
Managing Editor.

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SCHOOL OWNERSHIP TYPE AS DETERMINANT OF SENIOR SECONDARY SCHOOL STUDENTS' PERCEPTION OF ICT INTEGRATION INTO ENGLISH LANGUAGE LEARNING

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Abstract
The English language is the official language of Nigeria. It is a compulsory subject of study at the primary and secondary levels of education as well as the medium of instruction from the fourth year of primary education to the tertiary level. One would, therefore, expect a high level of proficiency in English language among Nigerians especially those in the senior secondary school. This is not, however, the case as many students perform poorly in English language especially in public examinations. Language education experts have called for a shift from textbook to modern technology in language learning to resolve students' English language problems. But, the effective application of modern technology in language learning will depend on students' perception of it. Therefore, this paper investigated school ownership type as a determinant of senior secondary school students' perception of ICT integration into English language learning. Random sampling procedure was adopted to select two local government areas in Oyo State. Four hundred and eighty students were selected. Validated Likert-type questionnaire was administered on them. Two research questions were answered and analyzed. Results showed that ICT perception was positive and there was no variation in the perception of public and private school students (t – Crit = 1.96; t – cal = -243). It was recommended that ICT facilities be integrated into English language learning both in the private and public senior secondary schools.

Keywords: school ownership, determinant,students' perception, ICT integration, English language learning

Introduction

Among the various languages spoken in Nigeria, the English language stands out in being the most widely used in metropolitan and cosmopolitan cities (Babajide, 2001). It is 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). Consequently, Akindele and Adegbite (2000), note 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 an individual's education. 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. Good performance in English is associated with academic success (Oyetade, 2001). 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 organizations.

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 also show that students' performance in this subject in school and out of school is low.

Many factors may have accounted for poor performance of students in English language. Some of the

factors pointed at by research are teacher, student and environmental factors (Ajibade, 2000; Ehusani, 2002). Despite recommendations arising from such research findings, performance of students in examinations has not significantly improved. Kolawole and Olatunji (2006) attribute poor performance to lack of computers, videos, DVDs and others that could improve the teaching of the subject. Similarly, Logan (2001) stresses 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) identify appropriate teaching methodology as a vital factor in enhancing students' performance in English language. Williams (1990) note 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.

The importance of ICT in education has been stressed by researchers. Ayo (2001) argues that the essence of ICT is in its' powers to help individuals and societies achieve greater access to knowledge and ideas for the benefit of humanity. Student's use of ICT in education is expected to improve educational outcomes, increase skills in the use of technology and play a significant role in promoting literacy among students (Cummins, Brown and Seyers, 2010). There is also a widespread belief that technology has an important role to play in changing and modernizing educational systems and ways of learning, and that it affects the complete learning process. Thus, the idea of integration of ICT can be seen as a step towards transformation, a change in pedagogical approach to make ICT less peripheralto schooling and more central to student learning. Specifically, the purpose of integrating ICT into learning was stated as being 'to improve and increase the quality, accessibility and cost-efficiency of the delivery of education, while taking advantage of the benefits of networking learning communities together to equip them to face the challenges of global competition (Bruniges, 2003).

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 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.

School ownership type is also an important determinant of how senior secondary school students would perceive the integration of ICT into their English language learning (Ali, 2004). School ownership type could be public, that is, government (state or federal owned). It could also be privately-owned either by individuals, organizations or agencies. Schools run by different owners are usually established on different ideals and values. This could probably account for the different classroom conditions and structures (Scaffner, in Olatunji, 2011) in different schools. Similarly, attitude to ICT resources in education could differ depending on who owns the school. This condition is capable of causing variation in ICT perception of students in different secondary schools.

The poor performance of senior secondary schoolstudents' in English language has been attributed to lack of modern technological language facilities like computers, videos, DVDs, films and other ICT gadgets. No educational device can 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 school ownership type as a determinant of students' perception of ICT integration into English language learning in senior secondary schools.

Research Questions

The following research questions guided the study.

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

Q2 Is there any variation in public and private school students' perception of ICT integration into English language learning?

Literature Review

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).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 that 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. This theory is relevant to this study because perception is a mental activity that raises awareness of mental processes. It is directly related to cognitive psychology which explicitly acknowledges the existence of internal mental states such as belief, desire, idea, knowledge and motivation. Therefore, to examine how students perceive ICT is to examine their cognitive status involving how they interpret information on ICT based on past experiences and interaction with their world.

Technology is a concept that encompasses a wide range of tools, artifacts, and practices, from multimedia computers to the internet, from video tapes to online chat rooms, from web pages to interactive audio conferencing. These technologies vary a great deal in their capacity, interface, and accessibility (Zhao, 2003)and deliver different kinds of content and serve different purposes in the classroom. A specific technology may hold great educational potential depending on its proper use. Each of the technologies affects and impacts on learning differently. Even, the cell phones commonly carried about can be used to learn as they are empowered with facilities for surfing the web for information.

Toomie (2001) defines ICT as a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information. These include computers, the internet, broadcast technologies (radio and television) and telephoning. Older technologies, though now given less attention such as the telephone, radio and television had a longer and richer history as instructional tools.

ICT often interchangeably used with the term Information Technology (IT) was earlier synonymous with computer but later came to cover other equipment created to enhance acquisition, storage and dissemination of information. With technological advancement, ICT has now come to encompass any medium that records information (magnetic disk, tape, optical disk, CD/DVD, flash and paper record), technology for broadcasting information (radio and television), and technology for communicating through voice and sound (microphone) or images, camera, loudspeaker, telephone/cellular phones). It also includes a variety of computing hardware (desktop computers, laptops, servers, mainframes, networked storage), and the internet Toomie, (2001).

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 learning (Haggins, 2003). The expectation of the revolution that ICT can bring into teaching and learning is that it 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 overall objective of ICT in schools (Balanskat, Blamire and Kefala, 2006) because it is assumed that there is a causal relationship between ICT and pupils learning. Oppeheinmer in Cummins, Brown and Seyers (2010) gives two major rationales for investment in ICT for schools in Western Countries:

- To promote the development of the kinds of literacy (and numeracy) skills required to function effectively in the global economy and society of the twenty-first century literacy skills; and
- To improve traditional learning outcomes for all students, but particularly for students who experience disproportionate underachievement.

Haggins (2003) identifies the ultimate goal of promoting the use of ICT in schools as "efforts to increase the effectiveness of teaching and improve pupils learning". He also notes that investment in ICT for schools is aimed at modernizing schools and equipping the pupils with skills that will enable them to use technology in the workplace once they leave school. In the developing world, many ministries do not yet have any clear policy with regards to the use of computers and ICT in education. There are also no

coherent strategies to fully integrate ICT as pedagogical tools in the classroom.However, with technological improvements and more ICT facilities developed, ICT will remain relevant in education.

Concept of Perception

There are three components to perception, according to Allan and Gary (2011), namely: the perceiver, the target and the situation. The key point is that perception can vary widely among individuals exposed to the same reality. It is believed that the same stimuli, or absence of them, may result in different perceptions depending on perceivers' culture and previous experience. Again, what one perceives can be substantially different from objective reality.

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, interest, 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) notes that the relationship of a target object to its background also shapes 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 situations where a student sees the real classroom application of ICT and in other situations 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 which may not reflect the perceivers' disposition.

Students' Perception and Language Learning

Learning and perception are intertwined. They are relatively connected to each other in the sense that they are both results of past experiences or practices with the world. Learning is a relatively permanent change in behavior that is affected by the things that are perceived. Perception, on the other hand, is a general term referring to the awareness of objects, qualities or events stimulating the sense organs.

When one perceives something through ones' environment, one then learns it and somehow puts it into practice. Previous learning affects present perceptions especially when the learning has been emotional or unusually meaningful. Many kinds of behavior depend on perception. For example, when a student has learned that he/she should study in order to succeed, then he/she will likely do it because he/she believes, which is his/her perception.

Positive perception enables students' to learn proficiently. Students' perception about the learning climate and classroom tasks affects learning. It is also a fact that effective teachers continually reinforce these dimensions of perception for optimal performance. Therefore, when students perceive language learning positively, they will show interest in it. Similarly, when they perceive ICT integration into language learning positively, they will be motivated to learn the language. Effective language learning could therefore be said to be a product of positive perception.

School Ownership type and ICT Perception

School ownership type could influence students' perception of ICT integration into learning. Schools are usually established based on the owners' vision and ideology of education (Ayoade and Olaniyi, 2006). Secondary school students who attend public and private schools may differ on their ICT perception because their different environments that are highly influenced by their owners' ideologies and vision.

Public schools are characterized by acute shortage of infrastructure and deplorable conditions resulting from poor funding (Jonah, 2005), also, Jonah (2005) states that private schools are sustained by recent discoveries in social and technological advancements. Similarly, Adelore (2006), and Adedeji (2005) argue that private schools are well funded and more technologically equipped, more educationally motivating, better organized and less rule oriented classrooms.On the other hand, the socio-economic background of students in the public and private schools could influence their ICT perception. Jimenez, Lockheed and Paqueo (1991) find that students who go to private schools usually come from more economically advantaged backgrounds. Such children are more likely to have had richer experiences with modern technological gadgets at home than those from less advantaged backgrounds that attend public schools.

It is therefore logical to conclude that secondary school students in private schools who are exposed to modern technology and ICT would perceive ICT integration in learning differently from students from less ICT exposed public and private schools.

Sample and Sampling Technique

Oyo State was stratified into urban and sub-urban areas. Random sampling method was employed to select one local government area from each area. Selected local government areas are Ibadan North and Akinyele. From the selected local government areas, twenty-four private and public schools were purposively selected. Twenty senior secondary class II students were randomly selected from each school for the study. The distribution of the sample schools and students selected and studied 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

The sample of fifteen senior secondary schools was drawn in Ibadan North while the sample of nine schools was drawn in Akinyele. In all, four hundred and eighty (480) samples were drawn from the two areasstudied.

Instrument: The instrument used for data collection was the questionnaire. A four point Likert- type questionnaire was designed by the researcher and used for the study. The questionnaire is made up of parts A and B.Part A sought for demographic information on students, while 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 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 SSS II students.

Results

Table 2:

Summary of Senior Secondary School Students Perception of ICT Integration into English Language Learning

S/N	STATEMENT	SA (%)	A (%)	D (%)	SD (%)	$\bar{X}$
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 enable 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 enable 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 enable me to concentrate better on language learning	180 (37.5)	200 (41.6)	72 (15)	28 (5.8)	3.1
9	Using ICT will enable 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 (40.9)	1.7
13	Using ICT will enable 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 enable 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 (44.3)	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 enable me to pronounce words 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 enable 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 (11.5)	2.9

Table 2 shows that ESL 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 there is high hopes of students' improvement in performance with the use of ICT.

Table 3:
Summary of t-test of difference to test variation in private and public school students' perception of ICT integration

School type	*N*	*Mean*	*SD*	*df*	*t-cal*	*t-crit*	*P*
Public	320	90.18	15.47	478	243	1.96	Not Sig.
Private	160	90.54	16.01				

Not Significant at P<0.05 level

Table 3 shows that there is no significant variation in the private and public students' perception of ICT integration into English language learning (t-crit = 1.96; t-cal = -243; df = 478).The mean score of respondents in the public school is 90.18, while the private school respondents had a mean score of 90.54. The mean score variation of both groups are statistically insignificant.

Discussion

The first research question generated was on how senior secondary school students perceive the integration of ICT into English learning. Findings reveal that there is positive perception of ICT integration into English language learning by senior 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 that both male and female students had reasonably good attitudes towards the use of electronic resources. It also agrees with Olagunju (2005) in a study on the awareness and utilization of ICTs by higher institution students which found that both male and female students appreciate the role of computer and its application in the study of science.

The second research question asks whether there is any variation in the perception of students on ICT integration in public and private schools. Findings reveal that there is no significant variation in the perception of the public and private secondary schools students. This shows that school ownership type does not affect students' perception of ICT integration. The result of this study is supported by the findings on general students' ICT perception (Kumar and Tammlin, 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 type of school. Therefore, school ownership type did not determine students' perception of ICT integration into English language learning in this study.

Conclusion

ICT pedagogy is an emerging trend in education, especially at the secondary school level. Findings in this study reveal that students in both public and private schools perceive ICT integration into English language learning,positively. It is therefore concluded that school ownership type may not necessarily determine student's perception of ICT integration into English language learning.

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 improved learning and better achievement.

ICT integration into English language learning should be extended to the lower secondary school for motivation and improved academic achievement.

There should be coherent strategies backed by official policies to provide ICT facilities that should be accessible to students for language learning in public and private secondary schools.

English language teachers should be trained to prepare them for integration of ICT into language learning.

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