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EFFECTS OF THE USE OF INFORMATION & COMMUNICATION TECHNOLOGY (ICT) ON STUDENTS' ACHIEVEMENT IN ENGLISH LEXIS AND STRUCTURE

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ABSTRACT

The study investigated the effects of use of Information and Communication Technology (ICT) on Students' Achievement in English Lexis and Structure and also examined the effect of gender on Students' Achievement in the use of Information and Communication Technology (ICT). Random sampling procedure was used to select 101 students, comprising 74 males and 29 females from six public and private co-educational secondary schools in Lagos State. The study, a survey research, posed three research questions. Instruments used for data collection include Lexis and Structure on ICT (ELLSICT) and Students' Questionnaire on use of ICT (SQUICT). The result showed that there is no significant effect of information and communication on Students' Achievement in English Language. The result also revealed that there is no significant gender difference in Students' Achievement in English Language in the Use of ICT. On the other hand, we discovered that there is a significant difference between Students' Achievement in English Language and their use of ICT in both private and public secondary schools in Lagos State.

INTRODUCTION

Information and Communication Technologies (ICTs), according to Amoo (2009), consist of hardware, software, networks, and media for collection, storage processing, transmitting and presentation of information (voice, data, text and images) while information technology, which is a component of ICT, specifically refers to the creation, storage and processing of data. Aleburu (2008) however clarified ICT as items of equipment (hardware) and computer programmes (software) that allow us to access, retrieve, store, organize, manipulate and present information by electronic means. The personal computers, scanners and digital cameras fit into hardware category while database storage programs and multimedia programs fit into the software category.

Information and Communication Technology (ICT) is a relatively new field in the educational systems of African countries. It is still on the verge of gaining acceptance by the traditional classroom teachers who do not understand what the concept is all about and the benefits of using it in the classroom instructional processes. The nature of classrooms in African schools, especially in Nigeria, also discourages teachers and learners from embracing the use of ICT in education. This is because most classrooms, especially in the public schools, have no doors, windows and some students have no chairs to sit on during lessons; some learn under mango trees. Thus, sometimes, both teachers and students stand to teach and learn in the classroom.

BACKGROUND TO THE PROBLEM

Nigeria, like most Africa countries with wobbling economy lacks the financial ability to install internet facilities in the schools to enhance teaching and learning. Even several attempts being made to acquire ICT facilities is constantly being marred by irregular and highly epileptic power supply. As you know, what is ICT without electricity? Moreover, a good number of the teachers are grossly computer illiterate and can not operate ICT facilities. Hence, Okpala (2008) opined that it is very wrong to assemble intelligent students to be taught by unintelligent teachers.

The traditional teaching-learning methods must be re-evaluated to see if ICT should complement it, or perhaps the traditional method of instruction should be substituted for programmed instruction through ICT use (Ibode 2004). Of course, educational system must meet the dynamics of the current need of the world or else a kind of gulf will be created unintentionally. This is because the developed world has moved far beyond the under-developed world in the use of ICT, even in teaching and learning processes.

Information and Communication Technology (ICT) in education, Adegorite (2006) emphasizes, helps to sustain students' tempo and interest in the highly interactive world to which they actively belong. According to Adepoju (2005) the new models of learning and instruction have repositioned ICT to a central role as an educational tool. The reason for this, he stated, is the provision of relevant up-to-date, useful and adequate information. He stated further that it is this recognition of the repositioning of ICT that has made the Universities, Polytechnics and Colleges of Education to embark on acquisition of impressive arrays of computer hardware in classrooms, laboratories and workshops with provision of software support systems to improve teaching and learning.

Dunnett (1996), citing Jonassen (1995) agreed that, ICT has come to play a major role in the educational process of the world. He emphasized that until a new education paradigm is created, technology will continue to be an add-on to the educational process. He concluded by stating that tools, context, and intellectual partner as well as technology can revolutionize education.

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The undisputable impact of ICT in education makes it a necessity that ICT should be inculcated in our educational system. The National Policy on Education (2004) gives credence to this fact. This could be seen in the innovations as regards the priority, attention and emphasis on issues relating to Information and Communication Technology (ICT) in education in Nigeria at all levels of our educational system. Some of the innovations include:

1. Liaising with non-governmental organizations in the States for the implementation of the mass education programmes; and training grass root personnel.

2. Science and technology would continue to be taught in an integrated manner in the schools to promote, in the students, the appreciation of the practical application of basic needs.

Ibode (2004) hinted that if the desired objectives in the teaching-learning process must be attained, then ICT should be seen as necessity in the classroom.

STATEMENT OF THE PROBLEM

The quality of education being offered in Nigeria has come under serious criticism in recent times. A number of factors are said to be responsible for the apparent decline in our education. Some of the indicators of such decline in school quality include poor students' performance in English language as indicated in 2009 National Examination Council (NECO) results and West African Examination Council 2009 results. Some educators have even blamed the decline in our educational standard on the non utilization of ICT in our secondary school. The study, therefore investigated the effect of the use of Information and Communication Technology (ICT) on Students' Achievement in English Lexis and Structure.

RESEARCH QUESTIONS

1. What is the effect of the use of Information and Communication Technology on students' achievement in English lexis and structure?
2. Is there any significant gender difference in students' achievement in English Lexis and Structure on the use of Information and Communication Technology (ICT)?
3. Is there any significant difference in students' achievement in English Lexis and Structure on the use of Information and Communication Technology according to school type?

SCOPE AND SIGNIFICANCE

The study is strictly investigates the effect of the use or knowledge of ICT on students' achievement in English lexis and structure. This study is significant because the use of ICT in the educational system has severally been advanced by the stakeholders in education. It would be however recalled that, hitherto, the use of ICT has not been given practical articulation in our secondary school education. This is even more worrisome in view of students' poor performance in

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some school subjects such as English language. Therefore, the results of this study may be an indicator that ICT be properly integrated into the secondary school system. Moreover, it has become imperative for all hands to be on deck in order to improve the English language performance of students so that they will be able to compete nationally and internally in this ICT age which has turned the world into a global village.

METHODOLOGY

Population, Sample and Sampling Procedure

The population of this study comprises of all SS 3 students in Lagos Municipal Council. Simple random sampling technique was used to select 101 students of SS 3 and as well as six secondary schools, from three local government areas for the study. The six schools are public and private secondary schools.

Instruments

Two instruments developed by the researcher were used for data collection. The instruments are:

A. English Language Lexis and Structure on ICT (ELLSICT).

B. Students' Questionnaire on Use of ICT (SQUICT).

A. English Language Lexis and Structures on ICT (ELLSICT) is a lexis and structure passage developed by the researcher. The lexis and structure is based on the common terminologies of ICT and it contains 19 items which was intentionally omitted from the passage and respondents were required to fill in the right options of any A B C D E.

B. Students Questionnaire on the Use of ICT (SQUICT) is a questionnaire developed by the researcher. The instrument has two sections namely, Section A which is on Biodata and section B which is on the use of ICT. The section B has items such as the frequency of use of the internet, Television, Radio, Land phone and mobile phones. Section B also contains items on the kind of Search Engines, frequently used by the respondents. This instrument has reliability coefficient of 0.80.

DATA PRESENTATION AND ANALYSIS

The data collected was analysed, using Anova and t-test.

Research Question 1

What is the effect of the use of Information and Communication Technology on students' achievement in English Lexis and Structure?

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Table 4.1: One-Way Analysis of Variance (ANOVA) of the Effect of the Use of Information and Communication Technology on Student's Achievement in English Lexis and Structure.

Source of Variation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4.854	2	2.427	.294	.746
Within Groups	818.607	99	8.269		
Total	823.461	101			

Table 4.1 indicates that there exist no significant effect of Information and Communication Technology on students' achievement in lexis and structure (F (2, 99) = .294; P >.05). This is based on the fact that P is greater than .05 alpha level. This implies that the use of Information and Communication Technology had no effect on students' achievement in English Language.

Research Question 2

Is there any significant gender difference in students' achievement in English Lexis and structure on the use of Information and Communication Technology?

Table 4.2: A t-test of Independence of Gender Difference in Students' Achievement in English Lexis and Structure on the Use of Information and Communication Technology

Variable	N	Df	Mean	S.D.	Std. Error Mean	t-value	Sig. of P
Male	74	100	10.08	2.92	.34	-.603	.548
Female	28		10.46	2.70	.51		

Table 4.2 indicates that there exists no significant gender difference in students' achievement in English Lexis and Structure on the use of Information and Communication Technology (t = -.603 at df 100; p >.05). This implies that boys and girls used for the study possess equal facilitative effect of Information and Communication Technology with regard to their achievement in Lexis and Structure.

Research Question 3

Is there any significant difference in students' achievement in English Language on the use of Information and Communication Technology according to school type?

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Table 4.3: A t-test of Independence of Difference in Students' Achievement in Lexis and Structure on the Use of Information and Communication Technology according to Type of School.

Variable	N	Df	Mean	S.D.	Std. Error Mean	t-value	Sig. of P
Private school	101	100	10.21	2.86	.28	.768	.444
Public school	1		8.000				

Table 4.3 indicates that there exist no significant difference in students' achievement in English Language on the use of Information and Communication Technology according to Type of School (t = .768 at df 100; P >.05). This implies that school type has no facilitative effect on students' achievement in Lexis and Structure.

DISCUSSION OF RESULTS

Research Question 1

Findings from research question one indicates that there is no significant effect of Information and Communication Technology on students' achievement in English Language in Lagos State. Although, this research is inconclusive with regard to the effect of Information and Communication Technology on students' achievement across subjects, however, general improvement and gains on measures of depth of understanding and reflection have been reported (The National Foundation for the Improvement of Education 2001; Scandamalia and Bereiter, 1996).

That these findings run contrary to the expected hypothesis could be attributed to students' low perception or awareness of Information and Communication Technology in this part of the world (Saliu, 2008). The use of ICT to support various pedagogic practices seems to be very low and thus this could becloud the effect of ICT on students' achievement in Lexis and Structure in English language.

Research Question 2

Findings from research question two indicate that there exists no significant gender difference in students' achievement in Lexis and structure. Freidman (1989) findings from a meta-analysis of studies on gender differences holds that, the average differences was very small and that gender differences in performance had decreased over the years.

In the same vein, Lim and Hyde (1988, 1989) concluded from their meta-analyses of fifteen years that cognitive gender difference had declined and no longer existed for verbal ability, spatial visualization and mathematic computation and concept. Again, other recent studies in which non-significant gender difference had been reported are: Abiona 2001; Amosun, 2001; Arun, 2001 and Oladokun, 2000, Oyekanmi 2009. From the result obtained, it can be gleaned that the performance

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operates generally at low level since the perception, availability and usage of ICT is still generally low (Saliu, 2008 and Rufai, 2001). The non significant gender difference in students' achievement in English lexis and structure may also be traced to the fact that secondary school students in Nigeria are not yet properly exposed to ICT use. It may not be available in their schools.

Research Question 3

Findings from research question three indicate that there exist no significant differences in students' achievement in English Lexis and Structure on the use of Information and Communication Technology between private and public secondary schools. This is in line with the findings of Yewande (2000) who observed no significant difference in students' performance between private and public secondary schools. The findings of this study can also be viewed from the angle of lack of exposure of students to Information and Communication Technology facilities, resulting in statistically insignificant result.

In this part of the world, it is obvious that students are not yet properly exposed to the use of ICT facilities. Indeed, most of secondary schools lack the financial ability to install internet facilities in their school to enhance teaching and learning. Even in the few schools that may have the ICT facilities, the availability of electricity to power the equipment is a serious problem.

CONCLUSION AND RECOMMENDATION

The findings of this study revealed that there is no significant effect of the use of Information and Communication Technology on students' achievement in English lexis and Structure. It also revealed that there is no significant gender difference in students' achievement in English lexis and structure on the use of Information and Communication Technology. Also, there is no significant difference in students' achievement in the use of Information and Communication Technology between Private and Public secondary school. It is thus advisable that students should make deliberate effort towards improving their Information and Communication Technology potentials as this is imperative for the technology age in which we have found ourselves.

Finally, if some measure of success is to be achieved in ICT literacy among the teachers, computer education should be made compulsory for them at all levels of education. Also, the federal and the state government should ensure that schools are equipped with basic ICT facilities such as computers and internet facilities.

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