



JOLAE

Journal of Arts and Education

Volume 7 No 2

December, 2015

ISSN: 2006-2808



 **tetfund** *Supported by:*
Tertiary Education Trust Fund

Table of Content

Counselling Implications of Policy Free-Standing in the Implementation of Pre-Primary Education in Nigeria ___ John Jiya, PhD - - - - -	1
Comparative study of expository and activity-based method of teaching woodwork towards self reliance and productive employment. A study of Federal University of Technology, Minna, Nigeria ___ Robert Ogbanje Okwori PhD - - - - -	9
Gender Factor in Nigerian Education ___ Adegbemisola Olotu - - - - -	17
Insecurity in Northern Nigeria: Implications for Gender Disparity in Education ___ Suleiman Zubairu - - - - -	30
Problems and Prospects of Primary Education in Nigeria (1976 To 2014) ___ Hadiza Bashir ___ Nasiba Garba Bature - - - - -	45
The Technology of Teaching and Assessing Adult Learners with Learning Disabilities in the 21 st Century. ___ Adelakun Adebisi Alani, Ph.D ___ Jumobi, Muhyideen. - - - - -	53
Causes and Prevalence of Examination Malpractices as Perceived by Secondary School Students in Ilorin Metropolis ___ R. Olufunke Bukoye, PhD - - - - -	60
Comparative Analysis of Differential Distribution of Educational Resources and Academic Performance of Secondary School Students in Kwara State. ___ Olaifa Adeseko Sunday, Ph.D - - - - -	71
Early Childhood Education in Nigeria: Challenges & Way Forward ___ Dahunsi T.O., PhD ___ Abubakar Musa - - - - -	82
An Assessment of Predisposing Factors of Sexuality Transmitted Diseases Among Secondary Schools Students in Ilorin Metropolis, Kwara State ___ Baba, Dare .a ¹ ; Falaye, K ² ; Ajadi M.t. ² ___ Ambali R.O ³ and Amao, O ¹ - - - - -	90

Enhancing Quality of Historical Studies in Nigeria Tertiary Education For National Security and Development ____ Salahu, Mohammed Lawal Ph.D ____ Jonah Ndayagi Yisa ____ Abdullahi Yusuf	98
Improving Standard of Vocational and Technology Education for Technological Advancement in Nigeria: Challenges and Prospects ____ Dr. Obiyai, K. Koku And Ehimen, T. Ehijele	100
Gate keeping Function of the Mass Media and the Coverage of Religious Issues in Nigeria: A Case for Human Security ____ Layefa, Goodluck ____ Afolabi Muyiwa ____ Bodunde David Oluwafemi, (Ph.D)	117
Issues and Trends in Adult and Non-formal Education in Nigeria: A Centenary Approach (1914-2014) ____ Kabiru Uba ____ Muhammad Ashiru Sharada	130
Issues and Trends in Science Education: Teacher as a Factor in students' Performance Paper ____ Olawuwo Adeboola Falilat	141
Challenges of Using Improvisation in the Teaching of Language and Literature ____ Usman, Joshua	155
Welfare Services: A Correlate of Students' Academic Performance in Kwara State Colleges of Education, Ilorin, Nigeria ____ ¹ Sheu, Adaramaja Adebayo; ² BABA, Dare Abubakar; Ahmed S. Ajape & Alaro Funsho A.	166
Counselling, and the Girl-Child Education ____ Alwajud-Adewusi ¹ , M.B. ____ Odebode ¹ , A.A. ____ Adegboyega ¹ , L.O.	173
The Development of Local Government Council in Nigeria 1955-1981: A Foundation of a New Political System and Consolidation of Intra-Group Relations in Esan Society, Edo State Nigeria ____ Dawood O. Egbefo Phd ____ Mayowa O. Abe	181

The need for job creation through University Industrial collaboration in Nigeria		
___ Dr. Felix Osa Ibode	- - - - -	193
The Impact of Instructional Materials on Effective Teaching/Learning Situation in Adult Education		
___ Kolo Alfa Idris		
___ Mohammed Jaya Lakan	- - - - -	198
Relationship between Managerial Division of Labour and Organizational Effectiveness among some selected States Sports Councils from the North Central Zone of Nigeria.		
___ Bamidele Benson Babatunde Ph.D		
___ Obaseki Johnson Sunday		
___ Bamidele Bose Funke	- - - - -	205
Relationship Between Entrepreneurship Education and Self-Employed Graduates' Productivity in Akinyele Local Government Area of Oyo State, Nigeria		
___ Timothy Okemakinde Ph.D	- - - - -	210
Educational Resources as Predictors of Effectiveness of Vocational and Entrepreneurial Skill Acquisition Programme in Tertiary Institutions in Ogun State		
___ Ibode, Osa Felix (PhD)		
___ Awotedu, Abimbola Wilson	- - - - -	221
The Quintessential Roles of Adult and Non-Formal Education Towards Entrepreneurial Development of Niger State		
___ Aliyu N. Idris		
___ Samuel A. Esther	- - - - -	232
School Librarianship and its Place in Nigerian Education: The Case of Zaria Local Government Education Authority, Kaduna State		
___ Dr. (Mrs.) H.M. Daudu	- - - - -	241
Information Seeking Behaviour of Undergraduate Students of Federal University of Technology Minna, Nigeria		
___ Georgina. U. Oyedum Ph.D		
___ Patricia Chukwu		
___ Shaka Imavah		
___ Fatimah Jibril Abduldayan & Halimah Tauheed		
___ Halimah Tauheed	- - - - -	260

ICT Skills and Attitude as Determinants of ICT Pedagogical Integration by Nigerian Student-Teachers During Practice Teaching ____ Omoniyi Tayo. Ph.D	270
Reasons adduced by healthcare providers for Edo state poor ranking of the 2015 Primary Health Care Under One Roof (PHCUOR) Initiative ____ Aideyan, Osarenmwanta Daniel, M.Sc Ed. ____ Olikabo, Samuel O. M.Sc Ed.	279
Assessing the Impact of Health Education Programmes on The Wellness of Nigerian Society: Implication for Child Bearing Age Women in Ogun State, Nigeria. ____ Salomi Matthew Olufunso Ph.D-	291
Strategies For Enhancing The Teaching of Information Communication Technology (Ict) In Business Education Programmes In Bayelsa State, Nigeria ____ ¹ Alfred-Jaja, Stella Wellington-Igonibo (MABEN) ____ ² Cletus Ogeibiri	298
Focus on In-Service Training of Primary School Teachers and the Future of Nigerian Education: What Lessons for Sports Teachers? ____ J. Boyi Omonu, PhD ____ Mohammed, S. Mohammed, PhD-	306
✓ Influence of ICT on Performance in English Language as Expressed by Secondary School Students in Ilorin Metropolis, Nigeria ____ Ajiboye, Samuel Kolawole, Ph.D ____ Bolu-Steve, Foluke Nike, Ph.D ____ Ajisegiri Fatimoh	305
Effects of Four Modes of Digital Video Disc Presentations on Secondary School Students' Achievement And Retention in Salah in Bida, Niger State, Nigeria ____ Dr. A. M. Mahmud	324
The Bayekpe (Education) in Gbagyi Pre-Colonial Society ____ Musa Muhammad Bawa, Ph.D ____ Idris Abubakar Zakari	333
Internal Efficiency in Nigerian Universities: Issues and Challenges ____ Dr. (Mrs.) M. O. Fasakin	342

Communication as a Mechanism for Teaching Effectiveness and Enhanced
Learners Performance in Nigerian Subjects Curriculum Implementation

___ Alade, Ibiwumi A. Ph.D
___ Akinbode, Oluwole Ph.D - - - - - 353

Effect of Virtual Chemistry Laboratory on Students Academic
Performance in Minna

___ Sani I. Dantani (Ph.D)- - - - - 365

Factors Influencing Students' Academic Performance in Senior School
Certificate Examination in English Language

___ Dr. (Mrs.) Yusuf Florence Adeoti
___ Dr. Okanlawon Ayoade Ejiwale
___ Dr. Abanikannda M. Oluwafemi - - - - - 372

Gender Differentials in Test Anxiety and Recall Ability among Senior
Secondary School Students

___ Owoyele Jimoh Ph.D
___ Osiyemi A. J. - - - - - 383

Influence of ICT on Performance in English Language as Expressed by Secondary School Students in Ilorin Metropolis, Nigeria

Ajiboye, Samuel Kolawole, Ph.D

*University of Ilorin
Department of Counsellor Education
P.M.B 1515, Ilorin, Nigeria*

Bolu-Steve, Foluke Nike, Ph.D

University of Ilorin, Ilorin

Ajisehiri Fatimoh

University of Ilorin, Ilorin

Abstract

English language is not only the lingua franca of the Nigerian society but also a core subject that determines the future of secondary school students. Thus, stakeholders in education sector are concerned about the performance of students in English Language. This study therefore investigated the expression of secondary school students in Ilorin metropolis, Nigeria on influence of Information and Communication Technology (ICT) on performance in English Language. Two hundred and fifty (250) respondents were selected using simple random sampling technique. The questionnaire type of instrument was used to gather the required data. The instrument was tagged "Influence of ICT on Performance in English (IIPEQ)". One research question was raised and answered while three null hypotheses were tested. Results showed that ICT enhances faster understanding of English grammar. There was no significant difference in the expression of male and female respondents on the influence of ICT on performance in English Language. The main implication of these findings is that students need to maximize the use of ICT while learning skills in English Language. It was recommended that professional counsellors should be involved in sensitizing students on the importance of ICT on teaching and learning of English Language. Policy makers, educational administrators, curriculum planners and implementers should ensure that there is adequate provision and utilization of ICT especially in teaching English Language.

Keywords: English Language, ICT, lingua franca, Perception, Performance

Introduction

The fact that English language remains the most significant subject in the secondary school curriculum is incontestable. It is not only important as core subject but equally helps students to understand the teachers effectively in all subjects. A firm grasp of the English language enhances adequate performance, success in learning and adequate understanding of examination processes; little wonder the subject is often referred to as the key to all other subjects. In addition, the importance of English language is not limited to the school curriculum but even the entire national life. The language (English), which is the *lingua franca* of the multilingual Nigerian society, dates back to the late sixteenth and early seventeenth centuries when the British merchants settled on the soil of Nigeria. Considering its instrumental gate-keeping functions, Sir Richard's Constitution in 1947 reinstated English as the premier and official language in Nigeria (Danladi, 2013). The language gradually grew to become the major medium for inter-ethnic communication and a measure that facilitates cultural unity of the complicated diverse linguistic, economic and educational developments in Nigeria.

Since its adoption as the official language, English has maintained its status as the instruction language in schools and colleges. Over the years English language remained a core school subject of highest importance especially at secondary level of education. It is particularly stated that the core subjects at junior secondary level include English language while the senior secondary has six core subjects of which English language is one of the most required. Moreso, to be eligible for admission to universities and other tertiary institutions of learning, candidates must pass English language at credit or distinction level. That provides explanation on why the West African Examination Council (WAEC), the traditional examination body in Nigeria and the country-based National Examination Council (NECO) stipulated a minimum and maximum registration of seven and nine subjects respectively for Senior Secondary Certificate Examination (SSCE), which must include English language in particular. Onyukwu (2011) stated that admission into post-secondary level of education is predicated upon adequate performance in English language. The study established that the Joint Admissions and Matriculation Board (JAMB), the agency anchoring the Unified Tertiary Matriculation Examination (UTME) stipulated that students must take examinations in English and three subjects related to their purposed major course of study. This depicts that performance in English determines the future studies and careers of the students.

Given the importance of English language as a subject, common sense demands that students perform creditably well in it but the reverse is the case. Therefore, the poor performance of students in Senior School Certificate Examination (SSCE), especially in English language has become an issue of concern for all and sundry. In 2015, more than 60% of students failed English Language in the West African School Certificate Examination because it was reported that only 38.6% candidates obtained credit in five subjects including English and Mathematics (West African Examination Council, 2015). According to Oniha (2011), the statistics of result of

performance from WAEC however revealed that only a fraction of candidates that sit for English examinations pass at credit or distinction level annually. Chukwuka (2013) found that the performance of male students in the same examination was worse than their female counterparts. This situation was traced to the fact that female students tend to be more favourably disposed to the study of English and other linguistics courses than male students.

A release of the federal ministry of education in 1998 categorically stated that only 123,421 students (about 9.9%) of the 1,244,524 who wrote the English language paper in the school certificate examination between 1996 and 1998 passed above credit level (Chukwuka, 2013). Similarly, the WAEC enrolment from 2000 to 2004 revealed that a total 4,333,453 candidates sat for English language examination at the senior school certificate examination out of which only 1,083,363 (25%) credited the subject ranging from A1-C6; 1,351,097 candidates (31.2%) had ordinary pass which is equivalent to failure due to its inability to fetch admission into the tertiary institutions or universities. Furthermore, 1,901,234 candidates (43.9%) of the total population failed English language within this period under review (Chukwuka, 2013). Considering the various reports on students' performance in the English language in both lower examinations and the senior school certificate examinations, one would feel exasperated by the percentage of failure at different levels. These ugly revelations may suggest that the performance of Nigeria students in English language is below average. Owing to this painful situation, there had been series of suggestions on how to enhance better performance English especially any secondary school students. Some of the perceived solutions are the need to discourage mother tongue interference and the needs for overhauling English language curriculum. Apart from these, there is a major factor that could undermine the performance of students in English language which is the unavailability of modern instructional materials, especially Information and Communication Technologies (ICTs). The role of teachers in the overall performance of students under a particular instruction in school cannot be overemphasized. They are custodians of knowledge as well as the determiners of the pedagogy used in the process of imparting knowledge to the learners. Teachers are likely to adopt a technique which they perceived suitable to the teaching of a particular concept. Considering the values and functions of ICT in the modern day education it becomes imperative to particularly investigate the perception of teachers on the influence of ICT on students' performance in English language.

The introduction and use of ICT in education took an evolutionary dimension with each stage having its peculiarity. Thus, the ancient practice was gradually consumed by scientific discoveries and inventions. According to Anderson and Glen (2003), the metamorphosis in the educational application of ICT could be systematically linked to the earlier terms such as information technology (IT), new technologies and computer technology (CT). Thus, ICT is generally related to those technologies that are used for accessing, gathering, manipulating, analyzing and presenting or communicating information. Martin (2005) opined that ICT is an umbrella term that includes any communication device or application encompassing radio,

television, cellular phones, computer and network hardware and software, satellite systems and so on. Relating it to its evolution, Oliver (2002) stated that ICT is often used as an extended synonym for information technology (IT), but is a more specific term that stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals), computer as well as necessary enterprise software, middleware and storage systems which enables users to access, store, transmit and manipulate information. Smith (2003) therefore identifies some ICT components that enhance effective classroom learning. They include intranet and internet network such as Hypertext Transfer Protocol web services (HTTP), Simple Mail Transfer Protocol and Internet Protocol (IP); e-books such as book-length publication in digital form consisting of text, images or both; online, which include discussion site; interactive white board; overhead projector (ottp); computer; flash game and prezi.

It has become a known fact that literacy in ICT is fundamental to life in the modern technological society. It is therefore imperative ICT is successfully integrated into English curriculum and English pedagogical practice in order to equip students to be literate lifelong learners and global citizens of the 21st century. Since the term 'literacy' has acquire a new definition as being the capacity to read and write multimodal texts and to understand what is entailed in their operations, reception and production, the learning of proficiency in English language therefore required ability to effectively use ICT. Thus, the use of ICTs in the English language classroom signals a shift from the conventional positions of teacher-centered to a modern collaborative approach of learning. The English language teachers are now assisted to explore a wide range of modern technologies to creditably discharge their professional functions. Amongst such ICT platforms used are discussion boards, e-mails, web quests, mobile phone services, chat-room and many more. These applications open reciprocal dialogue between members of the class community and may be extended to the school community at large and the wider society through activities, such as blogs and wikis (Kinzie, 2005). With the introduction of ICT and its promising potentials to influence classroom instruction, many researchers and finding agencies have invested much of their resources to investigate the possibility of ICT replacing teachers in key instructional roles. Taiwo (2009) opined that ICT has generally influenced the teaching of basic concept in the school subject particularly in United States of America. Specifically, evidence showed in the study that there was a high positive impact of ICT on attainment in English. After introducing students to the use of computer in different dimensions, it was discovered that frequency of the use of ICT in English lessons enhanced the performance of students' essay writing and comprehension. In another study conducted by Harrison (2007) in United Kingdom (UK), it was established that statistically significant existed on the impact of ICT on students' performance in English tests there was remarkable improvement after exposing students to computer-based instruction in English.

Literacy in ICT is fundamental to life in modern technological society. It equips students to be life long learners and global citizens of (particularly) the 21st century. Thus, the integration of ICT into English curriculum and English pedagogy has

become the learning of individuals from different sectors. This is based on the premise that ICT serves as a professional resources, a mode of classroom delivery, and a source of valid and valuable text types for English language teachers in particular. For students, ICT provides opportunities to communicate more effectively and to develop literacy skills including skills in critical literacy. The functions of ICT in enhancing adequate performance in English language cannot be overemphasized. According to Chukwuka (2013), ICT content in English enables students to develop and apply skills, knowledge and understanding while composing, responding, presenting and making imaginative and critical thinking. In a seminar submission, the English Teachers Association (2011) inferred that ICT enables students to apply their existing and presenting texts, simulation software, graphics and electronic communication while involving in English language activities. Smith (2003) and Beavis (2006) highlighted some influences of ICT on students' performance in English language. He stated that ICT enables students to:

- * Access information and respond to a wide range of text;
- * Organise and present information in a variety of forms;
- * Compose a wide range of texts for a broad range of purposes;
- * Compose for real audiences; and
- * Develop understanding of language and critical literacy.

In many developed societies of the world (such as the USA, Europe, China and Canada) where majority of the population have access to modern communication technologies teaching and learning are computer-driven. The dimension helps the students to acquire and develop skills that promote adequate assimilation and utilization of knowledge. However, classroom instruction in Nigeria is still bedeviled with a lot of challenges in the modern technology. In this respect, Oyewole and Oke (2011) inferred that ICT is relatively a very new development in Nigeria educational system. Given the significance at ICT to learning (especially English language), concerted efforts are being channeled by stakeholders in the education sector towards ICT-driven teaching and learning in order to enhance students' performance (Seweje, 2006, Kayode & Ojo, 2011). However, the perception of teachers on the influence of ICT on students' performance is imperative if the objectives of ICT-driven educational programme would be achieved. Thus, the improved learning and subsequent performance in English language is subject to the influence of ICT on students learning activities in English. Ajisegiri (2013) found there was no significant difference in the influence of ICT on performance in English Language among secondary school students in Ilorin metropolis on the basis of gender and school type. However, Azeez (2015) found significant difference among secondary students on influence of ICT on their academic activities based on. In another view, Megha (2007) opined that ICT is a measure that supports activities involving information which may include educative programmes. The process of such measure includes gathering, processing, storing and presenting data. Thus, ICT covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form. Upon this premise, Ranjan (2011) stated that ICTs are diverse set of technological tools and

resources used to communicate and to create, disseminate, store and manage information that promote learning.

Research Question

1. What is the expression of students on influence of ICT on their performance in English language?

Research Hypotheses

1. There is no significant difference in the expression of students on influence of ICT on performance in English language based on field of study
2. There is no significant difference in the expression of students on influence of ICT on performance in English language based on class level
3. There is no significant difference in the perception of teachers on influence of ICT on students' performance in English language based on gender.

Method

The descriptive survey method was adopted for the study. A quantitative approach was used to collect data from respondents. The researchers designed a questionnaire titled "Influence of ICT on Performance in English language". The three major variables contained in the instrument are field of study, class level and gender. A total of two hundred and fifty (250) respondents were involved in the study. The simple random sampling procedure was used to select the students in both junior and senior secondary school levels. The respondents were stratified in accordance with the variables of the study. Thus, simple random sampling gives equal chance of being selected to all members of the population; it is a probability sampling procedure. Descriptive analysis was used for the demographic features of the participants. Also, the measure of central tendency (mean) was applied to rank the expression of respondents on influence of ICT on performance in English language. The t-test and Analysis of Variance (ANOVA) statistics were applied to test the hypotheses at 0.05 level of significance.

Results

The results of the demographic data showed that majority of the respondents (65%) were from the field of Arts. The respondents who are in senior secondary formed the highest population (55%) of the total selected. There were also more females (55%) than male participants.

Table 1: Socio-Demographic Characteristics of Respondents

Characteristics	Frequency (N=250)	Percentage
Field of Study		
Arts	163	65.0
Commercial	52	21.0
Science	35	14.0
Class Level		
Senior Sec. Level	138	55.0
Junior Sec. Level	112	45.0
Gender		
Male	112	45.0
Female	138	55.0

The demographic data shows that, 163 (65.0%) of the respondents are from the field of arts while 52 (21.0%) and 35 (14.0%) are from the fields of commerce and sciences respectively. Respondents from senior secondary school level formed 55% while junior secondary school formed 45% of the selected sample. The male and female respondents were 112 (45%) and 138 (55%) respectively.

Table 2: Rank order of students' expression of Influence of ICT on Performance in English language

No	In my view, ICT	Mean score	Rank
1.	enhances good verbal communication	3.13	1 st
2.	enhances high performance in comprehension	3.10	2 nd
3.	enables faster reading	3.07	3 rd
4.	helps to translate languages faster	3.02	4 th
5.	improves skills in syntax	2.94	5 th
6.	improves writing skills	2.91	6 th
7.	helps in the daily application of English	2.84	7 th
8.	improves grammatical construction	2.82	8 th
9.	improves ability to listen attentively	2.79	9 th
10.	improves ability to read clearly	2.72	10 th

Table 2 reveals that ICT enhances good verbal communication of students in English Language. It also enhances high performance in comprehension and enables students to read faster. Nevertheless, the respondents generally expressed influence of ICT on their performance in English Language as being positive.

Hypotheses Testing

Ho1: *There is no significant difference in the expression of students on influence of ICT on performance in English language based on field of study*

Table 3: ANOVA results showing the expression of respondents based on field of study

Sources of Variance	df	Sum of Squares	Mean square	Cal. F-ratio	Crit. F-value
Between groups	2	1320.38	610.14	2.16	3.00
Within groups	247	1274.22	67.86		
Total	249	2594.60			

Result of the ANOVA on table 3 shows that the null hypothesis was accepted since the calculated F-ratio (2.16) is less than the critical F-value (3.00).

Ho2: *There is no significant difference in the expression of students on influence of ICT on performance in English language based on class level*

Table 4: The t-test result showing the expression of respondents based on class level

Class level	N	Mean	Standard Deviation	df	Cal. t-value	Crit. t-value
Junior sec. sch.	112	65.30	6.27	248	1.03	1.96
Senior sec. sch.	138	64.45	7.95			

Result of the t-test in table 4 shows that the hypothesis was accepted because the critical t-value (1.96) is greater than the calculated t-value (1.03).

Ho3: *There is no significant difference in the expression of students on influence of ICT on performance in English language based on gender*

Table 5: The t-test results on perception of respondents based on gender

Gender	N	Mean	Standard Deviation	df	Cal. t-val	Crit. t-val
Male	100	64.40	6.49	248	0.89	1.96
Female	150	63.25	8.31			

The result of the t-test in table 5 reveals that hypothesis 3 was accepted since the calculated t-value (0.89) is less than the critical t-value (1.96).

Discussion

The Information and Communication Technology is rapidly becoming an ever relevant concept in all facets of life especially in the ongoing 21st century. It has greatly influenced the field of education in general and the teaching and learning of English language in particular. It is rather unfortunate that the performance of

students in English language has not met the desire of stakeholders in the field of education, despite efforts been put in place. It is on this premise that the present study examined expression of students on influence of ICT on performance in English language.

The results from the current study revealed that students expressed ICT as veritable measure that enhances high performance of students in English language. This reflected in the results of response ranking, which showed high mean scores for the ten items in the instrument used (Ref. table 2). This is in line with the earlier submission of English Teachers Association (2011) that ICT is a valuable tool that provides opportunities for students to communicate more effectively and to develop literacy skills including skills in critical literacy. The results of the current study further showed that students expressed ICT as specifically enhancing verbal communication, high performance in comprehension and ability to read faster. This has earlier been established by Chukwuka (2013) that ICT helped students' performance in English language especially in the area of reading and comprehension. Thus, the use of ICT by both teachers and students will enhance effective performance and reduce the worrisome poor performance in English language.

It was discovered in the present study that, students from different fields of study are similar in their expression of influence of ICT on performance in English language. This is in line with the earlier submission of Oniha (2011), that teachers generally believe in the efficacy of ICT to improve students' performance in English language. The unison of the previous and present studies could be due to the fact that students, irrespective of field of study, are more aware of the functions of ICT in teaching and learning in the modern world. The results of this study also revealed that respondents were similar in their expression of influence of ICT on students' performance in English language based on class level. This agrees with the findings of English Teachers Association (2011) that no matter one's gender or experience, it has become a general view that ICT improves students' performance in English language. This suggests that students appreciate the impact of ICT on learning and would thus apply it as much as possible. Nevertheless, students may be required to acquire more skills in the modern technology to be able to adequately use ICT. Teachers are not left out in such direction so as to improve their ability to use ICT in teaching English language. In order to adequately utilize ICT by both teacher and students the service of counselors may be required in order to provide required information on how to select the best devices and applications. By implication, English language students need to maximize the use of ICT in their study.

Conclusion

This study investigated expression of students on influence of ICT on students' performance in English language. The results revealed positive expression on the influence of ICT on students' performance. In order to enhance satisfactory performance in various English language examination in Nigeria, some steps have to be taken. Towards this end, recommendations were made.

Recommendations

Based on the findings of this study, the following recommendations were made:

1. Policy makers, educational administrators, curriculum planners and the implementers should ensure that ICTs are adequately provided and utilized in teaching English language in secondary schools;
2. Teachers and students should be given proper training on how to use ICT in teaching and learning English language, and
3. Guidance counselors should be involved in the training and updating teachers and students on ICTs.

References

- Anderson, J. & Glen, A. (2003). *Building capacity of teachers/facilitators*. Retrieved August 10, 2013 from <http://www.unescobck.org>.
- Ajiseigiri, F. (2013). *Influence of information and communication technology (ICT) on performance in English language among secondary school students in Ilorin metropolis*. Unpublished B.Ed project; University of Ilorin.
- Azeez, R. O. (2015). *Influence of ICT on academic performance of secondary students in Offa LGA, Kwara state*. Unpublished B.Ed Project; University of Ilorin.
- Beavis, C. (2006). *ICT in the modern teaching: Trend and challenges*. Retrieved June 9, 2011 from <http://www.globaltrendict.aust.com>.
- Chukwuka, R. (2013). *Student performance in English language in Nigeria*. Retrieved June 9, 2013 from <http://www.doublegist.com>.
- Danladi, S. S. (2013). Language policy: Nigeria and the role of English language in the 21st century. *European Scientific Journal*, 9(17)
- English Teachers Association (2011). *ICTs in English: Overview*. Retrieved July 2, 2013 from <http://www.enylishteacher.com.au>
- Harrison, S. (2002). *Innovative pedagogical practices: using ICT in schools in England*. Retrieved Oct. 5 2012 from <http://www.dur.ac.uk/aliz>
- Kayode, D.J. & Ojo, O. J. (2011). The use of Information and Communication Technology (ICT) in teacher professional development in Nigeria. *Conference Proceedings for the 2nd annual conference of Collaboration of Education Faculties in West Africa (CEFWA)*. Lagos
- Kinzie, D. K. (2005). The growth of ICT in teaching and learning: case study of colleges in Canada. *The international journal of linguistics* 9(11)

- Martin, O. (2005). *ICT in teacher education: examining needs, expectations and attitudes*. Retrieved Nov. 16, 203 from <http://www.cjit.csj.ualberta.com>.
- Megha, D. (2002). *Growth of ICT and ICT development*. Retrieved April 16, 2013 from <http://www.redesistie.ufrj.com>.
- Oliver, R. (2002). *The role of ICT in higher education in the 21st century*. Retrieved June 4, 2013 from <http://www.ict.edu/teaching.com>.
- Oniha, J. (2011). *Poor performance of students in English language examinations*. Retrieved April 6, 2012 from <http://www.groups.teps.mame.org>.
- Onyukwu, J. (2011). The Educational system in Nigeria. *World Education services*, 24(6)
- Rajan, M. (2011). *Effectiveness of ICT in the USA*. Retrieved Feb. 10, 2012 from <http://www.enginstruction.org.com>.
- Seweje, R.O. (2006). Imperatives of information technology for teachers. *A paper presented at TRCN 2006 ICT skill acquisition summit for teachers in Akure Zone, Nigeria*
- Smith, M. K. (2004). *ICT in education: Trends so far*. International journal of education and ICT; 4(2)
- Taiwo, R.O. (2009). The functions of English in Nigeria from the earliest time to the present day. *The International review of the English language* 25 (2)
- West African Examination Council (2015). 61 percent fail English and Mathematics in 2015 WASSCE. *The Punch Newspaper*, Aug. 19, p.8