



# AL-HIKMAH JOURNAL OF EDUCATION

VOLUME 4 NO. 1 JUNE, 2017



# AL-HIKMAH JOURNAL OF EDUCATION

VOL. 4 NO. 1 JUNE, 2017

ISSN: 2384-7662

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# ENGLISH LANGUAGE E-LEARNING AND STUDENTS' ACADEMIC ACHIEVEMENT IN SENIOR SECONDARY SCHOOLS IN ABUJA METROPOLIS

Y. BELLO & C. U. B. AGBARA

## Abstract

The study sought to find out the effects of English language e-learning on senior secondary school students' academic achievement. The study is a quantitative descriptive research with its population as all the senior secondary school students in Abuja metropolis. Five privately owned secondary schools and five government-owned secondary schools were randomly selected for the study. Stratified random sampling technique was adopted to select 20 students from each of the 10 schools (private and government) making a total of 200 participants. The instrument for the study is a 20-item researcher- designed e-learning and English language questionnaire (E-LELLQ). Two ICT experts and two English language experts' advice were sought on the instrument for its content validity. Kuder- Richardson 20(KR-20) was used for the reliability index of the instrument that yielded 0.77 at 0.05 alpha level of significance. Mean and Standard Deviation statistics were used to answer research question one, while Pearson  $r$  statistic was used to test the only null hypothesis. Statistic package for social sciences (SPSS) was used to analyse the data collected. The findings of the analyses showed that effect of e-learning on SSS achievement in English language is good, also that of the only null hypothesis indicated a positive and high significant relationship between e-learning and SS students' achievement in English language. Going by this outcome, it was concluded that there were positive and significant relationship between e-learning of senior secondary school students' achievement in English language. It was recommended among others that governments at all levels should make ICT facilities available in our educational institutions; students in the rural areas must be made to have sense of belonging by equipping schools in these areas with ICT facilities and teachers of ICT; curriculum developers should try and incorporate ICT/computer-oriented courses in the curriculum for all round education to make every learner a global citizen.

**Keywords:** E-learning, Students' achievement, English Language, Abuja metropolis

## Introduction

The language question has been a thorny and much discussed issue in Nigerian academic institutions. The fact that the language question has become a genuine academic problem can be seen from the attention it has received and the discussion it has generated in educational circles. Language is very much used among human beings to establish, adjust and maintain interpersonal relationship and convey ideas, intentions and notions that are believed to be in the overall interest of a group, institutions, or community (Austin, 1962, Searle, 1969 and Stubb 1995).

English language though is not the language with the largest number of native or "first" language speakers has become a lingua franca. A lingua franca can be defined as a language widely acknowledged and adopted for communication between two speakers whose native language is different from each other and where speakers are using it as a "second" language. Many people living in the European Union, for example, frequently operate in English as well as their own language (where these are different), and the economic and cultural influence of the United States has led to the increase in the use English in many areas of the globe. Like Latin in Europe in the Middle Ages, English language seems to be one of the main

languages of international communication, and even people who are not speakers of English often know words such as bank, chocolates, computer, hospital, hotel, hamburger, hot dog, piano, radio, taxi, university, student, among several other words. Many of these words have themselves been borrowed by English from other languages such as chocolate, professor, hamburger, taxi, etc., and speakers of Romance languages are likely to have a number of words in common with English. But there are many "false friends" too, where similar sounding words actually mean something quite different, for example the Italian "eventualmente" which means in case, contrasts with the English "eventually" which means "in the end" (Harmer, 2003).

Based on the above, it then portends that the era of the teacher being a reservoir of knowledge has fast gone, because the world is on the fast lane of jet speed as a result of advances in technology. Technology, therefore, entails information and communication which may be seen as a tool for handling and processing information for use by means of electronic and communication devices such as smartphones, computer, cameras, telephone, etc. Similarly, Thierer (2002) submits that the utilization of technology of information handling, generation, storage, processing, retrieval, dissemination, etc. is indispensable in this modern period. Hence, the utilisation of electronic learning (e-learning) in the teaching and learning is becoming one of the most important and broadly used and discussed issues in contemporary education policy. Similarly, Webster (2000), Naidoo (2003) argue that e-learning is a tool for improving teaching and learning and research materials. He thus perceives e-learning as a tool that makes delivery of lesson flexible, democratic, interactive, and long-lasting. The need for utilization of e-learning in teaching/learning according to Ogbomo (2004) has become within a very short time one of the basic building blocks of modern society. Many countries now regard e-learning as a major breakthrough in mastering the basic skills and concepts of information and communication technology (ICT) as part of the core of education, alongside reading, writing, and numeracy. However, there seems to be a general misconception that ICT generally refers to computers and computing related activities. This is fortunately not the case, even though computers and their applications play significant roles in modern information management, other technologies and or systems also comprise of the phenomenon that is commonly referred to as ICTs.

While lending credence to e-learning, Pelgrum and Law (2003) argue that towards the end of 1980s, the term 'computer' was replaced by IT (information technology) signifying a swift shift of focus from computing technology to the capacity to store and retrieve information (more or less like the human brain). This was followed by the introduction of ICT (information and communication technology) around 1992, when e-mail (electronic mail) started to become available to the general public (Dudney & Hockly 2003). As such, the need for the utilization of the e-system into global education system is beneficial for preparing staff and students to be fully involved and to be proactive and productive members of a world that has been and will continue to transform by technology (Fakeye, 2010). Furthermore, Gregorian maintains that almost every aspect of scholarship from research activities to dissemination of information or ideas has been introduced by technology (e-learning in world of higher education. This implies that through e-learning, it is possible to instantly access useful information that will promote teaching and learning of English language via Internet. In this jet age however, it is believed that lecture method is based on the fact that a teacher is an embodiment of knowledge while the pupils are ignorant and receptive (Agwu, 2005)

### **Statement of the Problem**

Many factors are responsible for the fast acceptance of new technology in academics and human social life. Do these factors merely depend on features of the technology itself? Do human characteristics have impact on this acceptance of the new technology (ICT)? But the fast growth of computer-related gadgets in various organisations especially in academics has had influence and relationship in almost all aspect of human life. Virtually all human endeavours are being directed and remote-controlled by computer related devices, and in academics especially every person (students and teachers as well as administrators) attach importance to computer literacy skill. Computers are utilized in a broad range of areas like education, hospitals (for clinical diagnosis), trade , banks, biometric data taking, entertainment, in workshops for tracing and detecting mechanical or electrical faults, among several others to enhance quality performance. For instance in the area of computer education, internet, multi-media instruments and computer networks are also utilized and institutions and their instructors make use of technological instrument otherwise referred to as ICT-compliance. Similarly, many establishments nowadays employ ICT to enhance efficiency of occupations, reduction of cost of labour, reduction of fraudulent acts as well as efficacy and better quality service (Nunn & Quinet, 2002). However, not always do establishments enjoy all the highlighted advantages of ICT utilization since the advantages are dependent on efficient use of the systems of the ICT.

Bringing the effects of ICT to bear on pedagogical processing are viewed as welcome phenomena due to the fact that learners are expected to learn how to live and work in their milieu where electronic media continuously make them to face, but are able to deal with novel academic challenges. E-learning processing to Hallkett (2002), is a modern method in learning generally which provides learning opportunities to enhance knowledge and skill acquisitions through the medium of the internet and computer networks and other ICT gadgets which have turned the act of teaching to an act of learning. This implies that the use of ICT gadgets has made knowledge acquisition a self-discovery matter.

Studies have shown that several scholars have carried out work on the influence of ICT on students' academic achievement but as far as this researcher is concerned, there has not been any study on an assessment of effects of English language e-learning on Senior Secondary School Students' academic achievement, gap in research is therefore what this study seeks to fill.

### **Purpose of the Study**

The purpose of this study is to carry out an assessment of effects of English language e-learning on Senior Secondary School Students' academic achievement.

### **Research Questions**

What are the effects of English language e-learning on Senior Secondary School Students' academic achievement?

Is there any significant relationship between English language e-learning of Senior Secondary School Students' academic achievement?

### **Research Hypothesis**

H<sub>01</sub>. There is no significant relationship between English language e-learning of Senior Secondary School Students' academic achievement.

### Methodology

This study is a descriptive survey type. The population consists of all the Senior Secondary Schools in Abuja metropolis. Ten (10) privates and government owned Senior Secondary Schools were randomly selected in the metropolis, while stratified random sampling technique was used to select 20 students from each of the 10 privates and government owned Senior Secondary Schools in the metropolis making a total of 200 participants. The instrument used for this study consisted of 20-item researcher-designed e-learning and English language learning questionnaire (E-LELLQ) for the respondents to react to. Two ICT and English language experts' advice were sought on the questionnaire for content validity. The scores collected from the 20-item multiple choice ICT and English language questionnaire were used to determine its reliability using Kuder-Richardson 20(kr-20), thus producing 0.77 reliability index at 0.05 alpha level of significance. Mean and Standard Deviation Statistics were used to answer research question one while Pearson r statistic was used to analyse the only null hypothesis.

### Data Analysis

The statistics package for social science (SPSS) computer programme was used to analyse the data collected. The generated data were analysed using Mean and Standard Deviation Statistics to answer research question one while Pearson Product Moment Correlation statistics was used to analyse the null hypothesis one at 0.05 alpha level of significance. The results are analysed below:

What are the effects of e-learning on senior secondary school students' achievement and English language learning?

**Table1: Analysis of e-learning on senior secondary school students' achievement and English language**

| Variables              | N   | MOS | Mean  | Standard Deviation | Decision |
|------------------------|-----|-----|-------|--------------------|----------|
| E-learning             | 200 | 20  | 18.36 | 12.22              | Good     |
| Achievement in English | 200 | 20  | 19.01 | 12.41              |          |

N=Number; MOS=Minimum Obtainable Scores

The results presented in Table1 showed that the e-learning obtained a Mean score of 18.36 and a Standard Deviation of 12.22 while achievement in English language obtained a Mean Score of 12.41 and a Standard Deviation of 12.41. These imply that the effect of e-learning on Senior Secondary School Students' achievement in English language is good and vice versa. This agrees with the findings of Daniels (2002) who asserts that the need for utilisation of e-learning in teaching/learning has become within a very short time, one of the basic building blocks of modern society. Many countries now regard e-learning as a major breakthrough in mastering the basic skills and the concept of information and communication technology (ICT) as part of the core education, alongside reading, writing and numeracy.

**H<sub>0</sub>:** There is no significant relationship between e-learning of senior secondary school students' achievement in English language.

Table2: Pearson r analysis of the relationship between e-learning of senior secondary school students' achievement and English language learning

| Variables              | N   | Mean  | Standard Deviation | Df  | Critical r-<br>value | Calculated<br>r- value | Decision |
|------------------------|-----|-------|--------------------|-----|----------------------|------------------------|----------|
| E-learning             | 200 | 18.36 | 12.22              | 199 | .195                 | 3.223                  | Ho1      |
| Achievement in English | 200 | 19.01 | 12.41              |     |                      |                        | Rejected |

The results of the analysis in the Table2 indicated that the calculated r- value of 3.223 is greater than the critical r- value of 0.195 at 0.05 alpha level of significance. This is an indicative of positive and high significant relationship as such the null hypothesis which says that there is no significant relationship between e-learning of senior secondary school students' achievement and English language learning is rejected. These findings support the study of Hallkett (2002) who posits that bringing the effects of ICT to bear on pedagogical processes are viewed as welcome phenomena due to the fact that learners are expected to learn how to live and work in their milieu where electronic media continuously make them to face, but are able to deal squarely with novel academic challenges. Hallkett (2002) posits further that e-learning is a modern method in learning generally which provides learning opportunities to enhance knowledge and skill acquisition via the medium of the internet and computer network and other gadgets which have turned the act of teaching to an act of learning. This implies that the use of ICT gadgets has made knowledge acquisition a self-discovery matter.

### Conclusion

Considering the results of the analysis of the data collected and the results of the findings, it was concluded that there were positive and significant relationship between e-learning of senior secondary school students' achievement and English language learning.

### Recommendations

In line with the analysis of the data collected and the conclusion, the following recommendations are made:

- i. Now that ICT is a global phenomenon, governments at all levels should make ICT facilities available in our educational institutions;
- ii. Students in the rural areas must be made to have sense of belonging by equipping schools in these areas with ICT facilities and teachers of ICT.
- iii. Curriculum developers should try to incorporate ICT/Computer oriented courses in the curriculum for all round education to make every learner a global citizen.
- iv. Governments at all levels should make teachers in the country ICT compliant.
- v. Efforts should be made to encourage students at all levels to use most of their after school time (leisure) for positive activities on the ICT gadgets that would add value to their academic enhancement.

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