

ASSESSMENT OF LEVEL OF COMPUTER LITERACY OF ENGLISH LANGUAGE TEACHERS IN PUBLIC SECONDARY SCHOOLS, ONDO WEST LOCAL GOVERNMENT AREA, ONDO STATE, NIGERIA.

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Abstract

In the 20th century, computer utilization has been in vogue, virtually, all sectors of the human society thus, necessitated this study. Survey research design was adopted for the study population comprised, English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The sample size of the study was Two hundred (200), selected through a purposive sampling technique. The research instrument was self-developed by the researcher entitled “Assessment of Questionnaire on level of computer literacy on English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State”, fashioned on four likert rating scale of four (Strongly Agreed (SA), Agreed, (A), Disagreed (D) and Strongly Disagreed (SD)). The research instrument was validated by two experts on test and measurement. The Cronbach Alpha (ra) method was adopted to establish the reliability of the research instrument. 0.84 as coefficient reliability was obtained. Data obtained were analyzed using, descriptive statistics (simple percentages, frequency counts and mean). Based on the findings of the study, conclusions were made that English Language teachers in Ondo West Local Government Area of Ondo State, Nigeria, did not possess computer literacy and not capable to manipulate computer etc. However, they are of the awareness that computer literacy could enhance their teaching skills, job productivity etc. Based on the conclusion, recommendations were made that English Language teachers should be computer literate. Also secondary schools should be well supplied with computer in Ondo West Local Government Area of Ondo State, Nigeria.

Keywords: *Assessment, Level, Computer, Literacy, English Language.*

Background to the Study

Education, globally is a key to development. It is realization which have informed aggressive efforts, policies and agenda to develop educational sector in most countries of the world. Educational sectors in Nigeria; Hannatun et al (1993) Based on the extant available results of research as and reports from examination bodies, students’ performance has been discouraging particularly in English Language of senior secondary school. It should be noted that English Language is a vital position in the teaching and learning situation at any level of education. English Language is a medium of passing instruction to the learners, except in the teaching of other languages such as French, Yoruba, Hausa and Igbo in Nigerian situation. It is however, very appalling that students’ performance in the subject is discouraged on a yearly basis both in internal and external examination. This has been the source of worry to major stakeholders in education. Towards providing remedies to this worrisome conditions of the state of education, several institutional strategies have been adopted. Several scholars have identified that information and Community Technology (ICT), which is an innovative electronic device of the 20th century could positively contributed meaningfully to the level of education in any nation when utilized effectively (Lulu, 2009).

During the last decades, the government and agencies have invested heavily in the integration of computer in education and information and communication technology (ICT) towards advancing the educational sector. The use of computer has imparted positively in education (teaching methodology, research and development, information technologies) and other related areas. Computer literacy is the knowledge and ability to efficiently use

computer. It can also refer to the comfort level someone can use the computer and its application in solving specific problem. It involves being able to operate the computer efficiently without an aid and manipulate the software associated with it, Terry (2004) cited in Nwafor (2015).

Improving education quality is a priority for most developing nations such that policy makers agree that such improvement could lead to structural shifts in productivity and boost long term economic growth. The use of ICT in the school environment can improve education and human capital development. The use of computer in classroom instruction has transformed teaching and learning, it has improved learning outcome and information sharing (Braide, 2015). It has supported both the teachers and students for an improvement of the teaching and learning process. Wozney et al. (2006), computer literacy is of great important in education but is faced with numerous problems ranging from lack of fund for the purchase of computer and its accessories, lack of resource personnel, non-utilization of ICT for teaching and learning process. Several studies have been conducted by researchers on the utilization of computer in public secondary schools. However, from the available studies, their findings resulted that most of the studies lack empirical backing. This was the gap that motivated the present researcher to embark on this present study on assessment of level of computer literacy of English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria.

Statement of the Problem

The integration of computer into the teaching and learning process in Nigeria institutions (nursery, primary, post-primary and tertiary) towards improvement and advancement of education in line with the global standard is of welcome development. But it would be meaningless if facilities were not provided, resource personnel were not available to operate and maintain them. Computer facilities were available are not used in the teaching and learning process. These problems will affect the positive impact of such technological integration in our schools.

Since the integration of computer and ICT into school system, it is considered as a major tool for the teachers and student for an improved teaching and learning process, particularly in the teaching of English Language, considering the discouraging performance of students in the subject over the years in Nigeria. The poor performance of students in English Language despite using Information and Communication Technology gadget which computer is one. It is against this background, this study was carried out on assessment of level of computer literacy of English Language teachers in Ondo West Local Government Area of Ondo State, Nigeria.

Purpose of the Study

The broad purpose of this study is on assessment of level of computer literacy of English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria.

1. determine the level of computer literacy level of English Language teachers in Ondo West Local Government Area of Ondo State, Nigeria
2. find out the factors affecting compliance to computer useability among English Language teachers in Ondo West Local Government Area of Ondo State, Nigeria.

Research Questions

The following research questions were raised to guide the conduct of the study;

1. do English Language teachers possess computer literacy education in Ondo West Local Government Area of Ondo State, Nigeria?
2. Can English Language teachers manipulate computer in Ondo West Local Government Area of Ondo State Nigeria.
3. Do English Language teachers aware of benefits of using computer in teaching and learning settings in Ondo West Local Government Area of Ondo State Nigeria?

Significance of the Study

This study will be of great significance to the students, teachers, curriculum planners, ministries of education, government and society at large. This study will contribute towards improvement of computer literacy n the said public secondary schools as well, making provision on the impact, benefits as well addressing the challenges of such technological innovations in our school.

School administrator and teachers of secondary schools could also find the result of this study valuable in policy formulation, implementation and importance of being a computer literate. The study will add to the extant literature and become useful for researchers in future.

Literature Review

Computer: Its Relevance to Teaching and Learning

In recent times, the world has witnessed a rapid increase in technological innovations. This era ushered in the advent of the electronic computer system among other modern technologies. At present the computer technology has permeated nearly all aspects of human organizational roles and education. Computer encompasses almost all facets of human endeavours. So much has been written on it and its relatedness to all areas of human disciplines,

which include computer/information technology, engineering, agriculture etc. however, much work has not been done on computer and its application and relevance to education.

Today, computer technology in schools is one of the most far-reaching and fast growing developments in education. Like maize in a plantation during a storm, countries all over the world are bending towards the fad of computer education (Jack, 2010). Development in science and technology has brought into lime light the indispensable roles of computer in the area of information technology. It is a new instructional system. The incursion of the electronic computer system into the educational parlance, according to Smerdon (2000) provides the wherewithal to solve teaching and learning problems even more rapidly and accurately than hitherto conceived. This has eventually made the computer system the doyen of humanity as it continues to exert greater acceptance. Computer, according to Jackson et al. (2006) has become the 'nowology' in our society and possibly futuristic years ahead. In schools, computers are widely used; and the need for computer technology and literacy in the educational system has become more relevant (Bada et al., 2009).

Computer has been found to be an effective device for presenting an instructional programme. According to Mandinach et al. (2000), computers can be used to diversify, develop and improve the pedagogical relation of teaching and learning. Also, technological development can only be enhanced through proper acquisition of scientific knowledge: which can only be realized through relevant training in Science, Mathematics and Computer Education. It was in this light that the Federal Government of Nigeria launched the National Policy on Computer Literacy at primary, secondary and tertiary level of education in 1987 with the following aims:

For the computer to transform the school system, as there is increased merger between the computer technology and communication: and to equip the individual or student with thorough understanding of the concept of computer in order to fit in to the next century (Bitner et al., 2002). The National programme on Computer Education as put in place by the Federal Government of Nigeria was received with open arms and regarded as a technological innovation in educational practice in Nigeria institutions of learning. Computer Education was perceived as a new instructional system that was designed to improve the quality of teaching and learning and to aid technological and socio-economical development (Albert, 2015).

This was further corroborated by the then Federal Minister of Education, Professor Jubril Aminu in his address to the Adhoc Committee on Computer Literacy in Nigeria that the objectives of the nation's Computer Education programme, among other things, were as follows:

- To bring about a computer literate society in Nigeria within a short space of time.
- To enable the present generation of school children at all levels, appreciate the potentials of the computer; and
- To enable them to be able to use the computer in various works of life and later occupation. With these laudable objectives, all state governments throughout Nigeria follow the Federal Government policy to introduce Computer Education and Literacy in secondary schools in 1997 with the following general objectives:
 - To bring about a computer literacy in each state in Nigeria.
 - To develop the use of computer as teaching tool in all subject areas and to familiarize students with the use of computer technology.

Methodology

The descriptive survey was adopted for the study, this was because, not every subject could be covered. Hence, data generated on the sample was generalized on the entire study population. The population of this study comprised English Language teachers in public secondary schools in Ondo West Local Area of Ondo State, Nigeria. The sample size of the study was Two hundred respondents selected using purposive sampling technique.

The instrument for data collection was a researcher self-structured questionnaire titled "Assessment of Level of Computer Literacy of English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria. The Cronbach Alpha (α) method was adopted to establish the reliability of the instrument to obtain a coefficient of 0.84. The researcher administered 200 copies of instruments with the assistance of two researchers. Data collected on research questions was analyzed, using descriptive statistics (simple percentage, frequency count and mean).

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Do English Language teachers possess computer literacy education in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria?

Table 1: Showing frequency counts, simple percentages and mean on do English Language teachers possess computer literacy education in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria.

S/N	Items	SD	D	A	SA	Mean	Remark
1	I possess computer literacy education	156	32	8	4	1.3	Rejected
		78%	16%	4%	2%		
2	I do not possess computer literacy education	13	18	23	146	3.5	Accepted
		6.5%	9%	11.5%			
3	I understand computer terminologies	152	23	19	6	1.4	Rejected
		76%	11.5%	9.5%	3%		
4	I do not understand computer terminologies	16	22	20	142	3.4	Accepted
		8%	11%	10%	71%		
5	I know the usefulness of computer as a teacher	144	31	15	10	1.5	Rejected
		72%	15.5%	7.5%	5%		
6	I do not know the usefulness of computer as a teacher	2	18	30	150	3.6	Accepted
		1%	9%	15%	75%		
	Total	483	144	155	458	2.4	Rejected
		40.2	12%	9.5%	38.1%		

Table 1 presents the findings on research question one. On item (1), the following responses were obtained; 4(2%); 8(4%); 32 (16%) and 156 (78%), for strongly agreed, agreed, disagreed and strongly disagreed. On item (2), 146 (75%); 23(11.5%); 18 (9%) and 13 (6.3%) for strongly agreed, agreed, disagreed and strongly disagreed were obtained as responses. On item (3), also the responses obtained were; 6(3%); 19(9.5%); 23(11.5%) and 152 (76%) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (4) 142 (71%), 20 (10%), 22 (11%) and 16 (8%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (5), the following responses were obtained; 10 (5%); 15 (7.5%), 31 (15.5%) and 144 (72%) for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (6), 150 (75%), 30 (15%), 18 (9%) and 2 (1%) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Two: Can English Language teachers manipulate computer in Ondo West Local Government Area of Ondo State.

Table 1: Showing frequency counts, simple percentages and mean on can English Language teachers manipulate computer in Ondo West Local Government Area of Ondo State.

S/N	Items	SD	D	A	SA	Mean	Remark
7	I can operate computer	147	35	12	6	1.4	Rejected
		73.5%	17.5%	6%	3%		
8	I don't know how to operate computer	158	24	12	6	1.3	Rejected
		79%	12%	6%	3%		
9	I can use computer to search for information on the internet	145	23	19	6	1.4	Rejected
		76%	11.5%	9.5%	3%		
10	I can't use computer to search for information on the internet	168	12	14	8	1.3	Rejected
		83%	6%	7%	4%		
11	I can use computer to do calculation	160	28	8	4	1.3	Rejected
		80%	14%	4%	2%		
12	I can use computer to do calculation	11	13	48	128	3.5	Accepted
		5.5%	6.5%	24%	64%		
	Total	787	145	107	161	1.7	Rejected
		66%	12%	9%	13.4%		

Table shows the findings on research question two. On item (7), the following responses were obtained; 6 (3%); 12 (6%); 35 (17.5%) and 147 (73.5%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), 6 (3%); 12 (6%); 24 (12%) and 158 (79%) as responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (9), 9 (4.5%), 13 (6.5%), 33 (16.5%) and 145 (72.5%) were obtained for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (10), the following responses were obtained; 8 (4%); 14 (7%); 12 (6%) and 166 (83%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), 4 (2%), 8 (4%), 28 (14%) and 160 (80%) as responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. Finally, on item (12), the following responses were obtained; 128 (64%), 48 (24%), 13 (6.5%) and 11 (5.5%) for strongly agreed, agreed, disagreed and strongly disagreed.

Research Question Three: Are English Language teachers aware of benefits of using computer in teaching and learning?

Table 1: Showing frequency counts, simple percentages and mean on are English Language teachers aware of benefits of using computer in teaching and learning.

S/N	Items	SD	D	A	SA	Mean	Remark
13	Computer can make teaching very effective	6	8	23	163	3.7	Accepted
		3%	4%	11.5%	81.5%		
14	Computer usage has no positive effect on effective teaching	146	34	12	8	1.4	Rejected
		73%	17%	6%	4%		
15	The use of computer improves learning rate of the pupils	10	22	24	144	3.5	Accepted
		5%	11%	12%	72%		
16	The use of computer hinder pupils' learning rate	155	22	13	10	1.4	Rejected
		77.5%	11%	6.5%	5%		
	Total	317	86	72	325	2.5	Rejected
		40%	11%	9%	40%		

Table shows the findings on research question two. On item (13), the following responses were obtained; 163 (81.5%); 23 (11.5%); 8 (4%) and 6 (3%) for strongly agreed, agreed, disagreed and strongly disagreed. On item (14), 8 (4%); 12 (6%); 34 (17%) and 146 (73%) as responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (15), the following responses were obtained; 144 (72%), 24 (12%), 22 (11%) and 10 (6.5%) were obtained for strongly agreed, agreed, disagreed and strongly disagreed, respectively. Finally, on item (16), 10 (5%), 13 (6.5%), 22 (11%) and 155 (77.5%) response were obtained for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

Discussion of Results

The result on research question one showed that the average rating scale of four ($x = 2.4$) is lesser than the mean average of rating scale of four ($x = 2.5$). Thus, indicated that English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria do not possess computer literacy. This negates the position of Terry (2004) and Nwafor (2015) that teachers in respect of educational level, he or she is teaching must be computer literates.

Furthermore, the result on research question two also indicates that English Language teachers in public secondary schools in Ondo West Local Government Area could not manipulate computer, since, the average rating scale of mean is ($x = 2.5$). the result is at variant with the submission of Breen (2017) that teachers must be well sound and grounded in manipulating to perform various tasks.

Also, the findings on research question three shows that the average rating scale of four ($x = 2.5$) is not lesser than the mean of average rate scale of four ($x = 2.5$). Thus, indicates public primary school teachers are fully aware of the benefits or usefulness of computer in teaching and learning process, perhaps in day to day administrative activities of school. This result seems to lead support to the view of Oyekan (2004) opinion that all teachers must be computer compliant.

Conclusion

Based on the findings of the study, conclusion were made that; English Language teachers in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria did not possess computer literacy, also, they could not manipulate computer. However, they were aware of computer benefits to their professional tasks.

Also, that secondary school teachers were aware of usefulness of computer literacy to their job productivity and teaching skills, effectiveness.

Recommendations

Based on the conclusion, the following recommendations were made;

1. English Language teachers should be made to be computer compliant or literates in public secondary schools in Ondo West Local Government Area of Ondo State, Nigeria
2. Public secondary schools should be supplied or equipped with computers in Ondo West Local Government Area of Ondo State, Nigeria.
3. Computer training should be organized for the English Language teachers in Ondo West Local Government Area of Ondo State Nigeria by the government
4. Computer education should be a compulsory course in teacher education programme etc.

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