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## ASSESSMENT OF ATTITUDES OF STUDENTS OF ENGLISH LANGUAGE TOWARDS THE LEARNING OF INFORMATION AND COMMUNICATION TECHNOLOGY IN DEPARTMENT OF ENGLISH, AMINU SALEH COLLEGE OF EDUCATION, AZARE, BAUCHI STATE, NIGERIA

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**ABSTRACT:**Information and Communication Technology (ICT) is a vital tool for teaching and learning. ICT is changing the learning situation of the teaching and learning process of the teacher and the learner from teacher-centered to an inciting and interactive learner-centered approach. ICT has become the most desirable tool in any field of human endeavour. The success of ICT in any learning institution depends on the attitudes of the students, teachers, and the usefulness of the technology for the purpose of daily learning improvement. This study is a descriptive survey. It examined the attitudes of the students of English Language towards ICT in College of Education (COE), Azare, Bauchi State Nigeria. Four research questions tagged **Attitudes of English students towards ICT (AESTICT)** which guided the researchers in collating data across NCE 1, 2 and 3 in English Department COE Azare. Two experts in the field of ICT and English Language in the Faculty of Education University of Jos validated the questionnaire. Reliability of the questionnaire were tested at 0.05 level of significance using Cronbach Alpha Reliability coefficient of 0.87%. The frequency counts, simple percentage, mean and standard deviation aspect of the Statistical Package for Social Sciences (SPSS) version 25 was employed. The study found that students have poor attitude towards ICT as a result of inadequate ICT resources, poor access to the internet and utilization of ICT for learning purpose. The study recommended among others the provision of funds, adequate and functional ICT resources, effective internet facilities and training and retraining of lecturers with ICT skills for effective learning in the 21<sup>st</sup> century education by government and institutions of learning.

**Keywords:** Attitudes, ICT, English Language, ICT-Pedagogy, teaching/learning process

### I. INTRODUCTION

ICTs stand for information and communication technologies and are defined as a diverse set of technological tools and resources used to communicate, to create, disseminate, store, and manage information [1]. [1] contended that these technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players and storage devices) and telephony (fixed or mobile, satellite, video-conferencing play a very important role in accessing and utilization of teaching and learning materials globally. ICT has become the driving force of change in the world.

The basis of ICT, however, is simply to help improve the way we deal with information in all areas of life. ICT is therefore vital to human development. It offers a wide range of tools that lead to the change of the teaching process from one closed and rigid, oriented on teacher, to an inciting and interactive educational process centered on learners [2]. [2] ICT provides an array of powerful tools that can help in transforming the present isolated, teacher-centred and text-bound classrooms into technology enriched, student-focused and interactive knowledge environments. As a learning tool, ICT gives some good opportunities in terms of the learning efficiency and quality. It provides opportunities for greater flexibility, interactivity and accessibility for engaging teaching and learning at the individual, group, and societal levels. No doubt, ICT has a unique and unusual place in the classroom as an educational innovation.

ICT accounts for why the world is categorized into developed, developing and underdeveloped. Access to ICT and utilization of its benefits place some nations above the others (digital divide) meaning inequalities in information accessibility, information utilization, and information receptiveness [3]. [3] global digital divides global disparities primarily between developed and developing countries, in regards to access to computing and information resources such as the Internet and the opportunities derived from such access. While developed nations are breaking new grounds in terms of technological advancement as a result of developed ICT, developing and under-developed nations are grappling with the crumbs of technology.

The growing relevance and implication of ICT is vital to learning and is changing the learning situation, the learner and the teacher for the purpose of improvement [4]. The learner is no longer viewed as someone passively waiting for the teacher to give directions and information rather, he is actively searching for needed information and learning experiences. The learner determines what is needed, seeks ways to attain it [4]. On the part of the teacher, he/she is no longer viewed as the expert and source of all of the knowledge, but should be seen as participating and have the desire to learn. ICT has equally made it possible for teachers to guide their students in sourcing for relevant information so as to make access to learning materials easy, faster and possible. In essence, ICT enables you to learn through the harnessing of the benefits of developments in technology that transcend space and time.

## II. STATEMENT OF THE PROBLEM

The importance of ICT to education is immeasurable and the benefits to be derived from the utilization and integration of ICT into teaching and learning are enormous. The application of ICT in education ensures fast, accurate and direct exchange of information. Information or messages goes electronically to the receiver. A large number of people are linked up through internet and websites. There is no fear of loss of items or undelivered package when the network functions properly., etc. are examples of benefits derived from ICT in the business world.

ICT helps in easy handling of large amount of information which had to be computerized using admissions software, classroom management software, Gradebook software, scholarship management software, school accounting software and online payment software for use at examinations, students' registration, payment of fees and other similar administrative operations are no longer handled manually [5], [6], [7]. ICT has made networking possible and has reduced the bottleneck of accessing information regarding admission and other related functions easy [5]. Examination bodies like West Africa Examination Council (WAEC), National Examination Council (NECO), National Business and Technical Examination Board (NABTEB), and Senior Secondary Certificate Examination (SSCE) no longer conducted manually by school principals, rather this is done on-line [8]. These trends pose a challenge on how one learns and manages information.

### 2.1 PURPOSE OF THE STUDY

The main purpose of the study is to investigate the attitudes of College of Education students towards ICT in Katagum Local Government Area of Bauchi State. Specifically, the study seeks to:

- (a) Find out the attitudes of students of English Language towards ICT in College of Education, Azare, Bauchi State, Nigeria.

### 1.2 RESEARCH QUESTION

- (a) What are the attitudes of English language students towards ICT in College of Education, Azare, Bauchi State, Nigeria?

## III. LITERATURE REVIEW

The literature review to this study is discussed under the following subheading: the concept of attitude and the concept of Information and Communication Technology (ICT).

### 3.1 The concept of Attitude

In psychology, an attitude refers to a set of emotions, beliefs, and behaviours toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing, and they can have a powerful influence over behavior. While attitudes are enduring, they can also change [2].

[9] explained the types of attitude that is very important to know about different types of attitudes because of their importance in our life. Attitudes are primarily our response to people, places, things, or events in life. It can be referred to as a person's viewpoint, mindset, beliefs, and opinion. Our attitude towards people, places, things, or situations determines the choices that we make. Attitude is composed of three components, which include,

**Cognitive component.** Basically, the cognitive component is capable of being reduced to empirical factual knowledge.

**Emotional component,** It is based on the feelings.

**Sikken Attitude.** One of the most dangerous types of attitude and different is the sikken attitude. The sikken attitude has the calibre to destroy every image that comes in connection with a positive image. This type of attitude is more of a negative attitude and is very destructive [10].

**Positive Attitude.** The Persons who will be possessing positive behavior, will have the confidence, happiness, sincerity and determination to explore good things in others and will not go after negativity [10]. This type of attitude according to [9] comprised of the following things:

1. The people with positive attitude move forward with confidence and optimism.
2. They remain happy and cheerful.
3. Their dealings with others is comprised of Sincerity.
4. They are blessed with sense of responsibility
5. They remain flexible in their approach.
6. They remain determined in their tasks.
7. They are the most Reliable persons.
8. Tolerance is another hallmark of their personality.
9. On account of their flexibility, they remain Willing to adapt according to the new challenges and situations.
10. They are very modest and keep themselves in low profile, even though they are not low profiled.
11. Such persons exercise great degree of diligence.

**Negative Attitude.** In this context, students negative will always be searching weaker aspect of the computer and are not inclined towards positive effects of ICT. Their focus remains on bad aspect of the computer.[10]pointed out that such students show their anger, doubt, frustration towards ICT. They are always complaining about changes, rather than adapting to the changing environment. They tend to blame their failure on ICT. Such persons are always prone to extreme degree of anger and carry the sentiments of hatred for others. Their approach is choked with pessimism and their behaviour is fraught with frustration. They are always doubts about the credibility of others and remain jealous of others achievements.

**Neutral Attitude.** Students who belong to this group remain indifferent to problems and wait for others intervention regarding resolutions. Such persons remain self-satisfied and complacent. Their attitude is composed of indifference and detachment. They generally have a lazy life and they are often unemotional. They never feel the need to change themselves as they can simply live with the way they are[9], [10].

Attitudes are learned and acquired and are attributed to past experiences or influences [9].[11] contended that the usefulness of ICT and ease of use of ICT are the key dimensions of undergraduates' attitudes towards ICT while peer learning had a strong impact on students' attitudes towards the use of ICT. [11] poor preparation, poor instructor awareness and training in using e-learning facilities, availability of fewer connections, slow downloads, etc. can affect the use of e-learning services, and eventually discourage students from using e-learning.

[12] attitude is a psychological construct, a mental and emotional entity that inheres in, or characterizes a person which influences the individual's thought and action. Attitude can be formed from a person's past and present with the use of ICT.

[13] discussed the study which was carried out at the College of Polytechnics, Jihlava, Czech Republic, among undergraduate bachelor students of four different branches of study. The research sample of two hundred students were addressed via a questionnaire survey to give their opinions on and express their experience with the use of ICT in courses they completed at the College. The results showed that students were generally not so proficient and skilled ICT users but some of them indicated more positive and open attitudes towards ICT. Some of the group appeared to be the least skilled in the sphere of ICT of the three groups, with limited ability to use the advantages offered and with some apprehensions.

[2] conducted a research with 20 students from South Delhi, India using the purposive sampling technique on attitude of students towards technology and technology usage was found to be  $r = 0.77$  (A High positive correlation). Results revealed that there was a substantial significant relationship ( $r = 0.77$ ) between the level of ICT use for educational purposes and students' attitudes towards the use of ICT, which indicated that students had positive attitudes towards the use of ICT for educational purposes. Therefore, the more they used ICT for educational purposes, the more they would improve their teaching-learning and help cause ICT-pedagogy integration.

It should also be pointed out that an attitude in this context could either be positive; negative or mixed evaluation of ICT that students expressed at some level of intensity of interactions with ICT resources. It is an expression of students' perceptions whether favourable or unfavourable evaluation of their beliefs, feelings, experiences and actions with the usability of ICT whether at school or at home [2], [9]. Therefore, the accessibility of ICT and technical knowhow determine the direction of attitude of students toward ICT.

Despite the benefits of ICT in teaching and learning of English language, there are many difficulties with this course in particular as it seeks to accommodate very large numbers of enrolled students, and its method

of delivery is continuously evolving[14]. One of the difficulties is the variability in students' computer experience, both real and perceived, which makes it very difficult to perceive how to design a course that is appealing and useful to all students[14]. [14] opined that students' perceptions of their computer experience influence their behaviour in the course because they rely on these beliefs when making decisions about their actions. While many students approach their training positively and master the skills necessary for the effective application of computers, others develop a dislike for technology. [15] attitude is a learned predisposition to respond positively or negatively to certain objects, situations, concepts or persons (p.2). [16] had earlier reported that attitude predicts the need for learning computing skills which will in turn enhance ICT or computing skills. [17] made a research and the result showed that higher levels of computer self-efficacy correspond to greater achievement of computer competence. [18] identified lack of knowledge and experience in computing as one of the most common reason for students' negative attitudes towards computers. [19] reported that ICT attitude bears significant relationship with and also predicts competence. [20] also reported that computer attitudes influence computer learning mediated by time. In their study of the relationship between ICT attitudes, attitudinal constructs and competence of selected Nigerian teachers, [21] found a significant correlation between attitudes toward ICT and computer competence (p.174).

[22] based on the technology acceptance model, users' attitudes have a significant impact on the acceptance of each technology. It provides insight into understanding the nature of immediate feedback in electronic tests, puts forth suggestions for the successful implementation of e-tests in the students' evaluation process, and further provides information on the relationship between immediate feedback and student test anxiety

However, several studies have shown that students' perceptions are strongly, but not perfectly, correlated with their actual computer experience [12]. [12] also reported that attitude does not bear a strong relationship with competence. Research results bordering on the relationship between computer attitudes and competence are very scanty and have yielded conflicting results.

Attitudes of individuals towards e-learning are emphasised as an important aspect of predicting and improving e-learning usage in measuring two constructs: perceived use fullness and ease of use, which denote the degree to which people believe using a system would be useful and free of effort,[23]. They pointed out that experience with ICT indicated that the usage of a system is significantly affected by previous experiences of other systems.

With regards to students' attitudes toward ICT, both postgraduates and undergraduate students showed positive attitudes towards ICT[11]. [11] pointed out that for the relationship between attitudes and achievement there is a moderate correlation between students' attitudes to ICT and their achievement in ICT whereas among the postgraduate students there was a weak correlation between postgraduate students' attitudes to ICT and their achievement in ICT.

As educational systems seek to prepare students for work force, computer literacy becomes vital in higher education. The introductory course in computer application in education is a key component of the curricula of Nigeria College of Education (NCE) programmes. It is prudent that the computer course be successfully taught because it is often the only opportunity for many students to acquire the fundamentals of computers use and its applications in education at this middle level power education.

The Federal Government of Nigeria adopted a National Information and Communication Technology (ICT) Policy aimed at providing a framework for streamlining the ICT sector, and enhancing its ability to catalyse and sustain socio-economic development critical to Nigeria's vision of becoming a top 20 economy by the year 2020[24]. The Federal Ministry of Education, recognizing the need to reposition education sector in Nigeria to meet global standards and competitiveness, developed the National Policy on Information and Communication Technologies (ICT) in Education in collaboration with relevant stakeholders[24].

The National Commissions for Colleges of Education (NCCE) which is a non-degree awarding institution in Nigeria indicated, success in ensuring that students acquire the computer skills and knowledge they need to use technology effectively opens the door to all kinds of new educational and career opportunities for students[25]. In 2019, the Federal Ministry of Education in collaboration with stakeholders developed a National Implementation Guidelines for ICT in Education to ensure the functionality of the policy is the collaboration among relevant stakeholders to develop the implementation framework on the seven focal areas of the policy: (a) Human Capital Development (b) Infrastructure (c) Research and Development (d) Awareness and Communication (e) Governance (f) Financing (g) Monitoring and Evaluation[25]. The policy has recognized the prominent role of ICT in Nigeria and emphasized that ICT should be used as a course for effective teaching and learning in all the 89 accredited Colleges of Education in Nigeria. These accredited Colleges of Education consisting of 22 Federal, 20 private and 47 State Colleges of Education[25][26]. The policy states that the use of ICT in Colleges of Education will enhance and empower students and lecturers' engagement in a challenging curriculum that is focused on inquiry. The use of ICT empowers lecturers and students to support the study of English language across the curriculum enabling lecturers to function as coaches, mentors, advocates and

managers of information[8]. It also enriches students to be collaborative and increased their intellectual processes, personal experiences to explore and discover things for themselves. The knowledge of ICT enables an active learning, lifelong ability to confront ideas, and master knowledge and to learn continuously.

### 3.2 The role of ICT in teaching and learning of English language

The use of ICT creates a powerful learning environment and it transforms the learning and teaching process in which English language students can deal with knowledge in an active, self-directed and constructive way [27]. Learning and teaching in schools is to be transformed to embrace ICT skills appropriate for twenty first century[28]. Despite its importance and strategies developed by government to implement ICT in schools, research conducted in many schools has established that most of them are not effectively adopting and using

ICT to support learning, teaching and management as intended [27]. Education is the driving force of economic and social development in any country. Considering this, it is necessary to find ways to make education of good quality, accessible and affordable to all, using ICT. ICT is a new technique in education to tackle all the problems that were existed in the conventional teaching learning process. It has become the driving force of change in the world. It has altered economic structure and ways we communicate.

Based on the National Implementation Guidelines for ICT in Education in Nigeria[25] the objectives of ICT in Education are:(i)To facilitate the teaching and learning processes.(ii)To promote problem-solving, critical thinking and innovative skills.(iii)To promote life-long learning and advance knowledge.(iv)To enhance the various teaching/learning strategies required to meet the needs of the population.(v)To foster research and development.(vi)To support effective and efficient education administration.(vii)To enhance universal access to information.(viii)To widen access to education and the range of instructional options and opportunities for anywhere, any-time, any-pace and any-path learning.(ix)To promote commercialization of ICT in Education. (x)To develop and support technical infrastructure that maximizes digital creativity, sharing and innovation.

ICT has changed the dynamics of various industries as well as influenced the way people interact and work in the society [1]. ICT has the potential to remove the barriers that are causing the problems of low rate of education in any country[30]. [30] emphasized that ICT can be used as a tool to overcome the issues of cost, less number of teachers, and poor quality of education as well as to overcome time and distance barriers. It has completely revolutionized life by making whole human society into global village. The various kinds of ICT products available and having relevance to education, such as teleconferencing, email, audio conferencing, television lessons, radio broadcasts, interactive radio counseling, interactive voice response system, audiocassettes and CD ROMs etc have been used in education for different purposes[29]. Internet has changed the way people work by giving them access to various information on any subject be it any product, research or any other technical information[1]. [1] the use of Internet has also changed the way people use to communicate by overcoming hassles of the traditional mail or phone with the use of e-mails and chats or voice chats which are simple and very effective. Internet has also reduced the gap in the teaching process. Internet usage in home and work place has grown exponentially. Now with the use of internet, we can have many online courses that are offered by teachers who are located across boundaries and disseminated to students.

The popular platform of the internet which include: Google, Wikipedia, Skype, Face book and Twitter are used as information repositories meant for collection of course of materials and other information are freely available and accessible to teachers, professionals and learners for instruction and research from any place at any time [30]. Such facilities allow the networking of academics and researchers and hence sharing of scholarly material. This avoids duplication of work. Web services like 'blog' and 'YouTube' allow people to make comments about their personal experiences and interests and provide services where users can upload videos in education context and share these with others gives you a presence in the social world of YouTube[31]. E-portfolios are helpful for teachers and teacher educators as a way of keeping learning records of the students. Students under the guidance of their teachers select what samples of their work to include, the feedback received, and their reflections on what they have achieved. Maintained over a term or semester, e-portfolios motivate students by providing evidence of self-growth and achievement.

Further, ICT Open source software which is free, no vendor lock, Security, customization, innovation, and Scalable motivating and engaging students to share their works with their fellow students [32]. Similarly, Modular object-oriented dynamic learning environment(MOODLE)also known as learning management system is a powerful learning management system that is widely supported internationally designed to provide educators, administrators and learners with a single robust, secure and integrated system to create personalized learning environments that supports a range of media to present or link to learning materials, support the learners and to assess their learning. [32] contended that MOODLE enhances communication and collaboration of information with peers enabling them discuss meaningful topics, share ideas and even feedback on each other's work.[32] stressed that with its functionality and plugin capabilities, Moodle offers an engaging and effective eLearning experience for students of all ages. Moodle allows for unique learning methods such as

gamification, competency-based education, mobile learning, accessible gradebooks, interactive online classrooms, and much more

Moodle delivers a powerful set of learner-centric tools and collaborative learning environments that empower both teaching and learning. Because of its flexibility and scalability, Moodle has been adapted for use across education, business, non-profit, government, and many other community systems of all sizes [33]. [33] the features that are supported by Moodle include: weekly online assignment submission, discussion forum, Blog, file download, grading of students results, instant messages, online calendar, online news and announcement, Wiki, development of question Bank, enrollment of students, notifications to students, generation of reports, and active participation in the discussion with students, lecturers and administrators.

The term "e-book" means text in digital format, electronic book which indicate the publication in electronic format, the format in which the digital text is converted and the reader devices of e-text [34]. E-books have found a solution to the problem of preservation and dissemination of content, a new opportunity to redefine the relationship between author, reader, editor, an opportunity to revive the idea of universal and unconditional access to the knowledge, the ability to access through the internet to open virtual library where users have an active role and become the place to interact, collaborate, build new shared meanings [34]. It is therefore an effective way to meet the wireless needs of schools without the cost of wireless network infrastructure. With e-books, learners may not necessarily go to the library to get books, journals or paying for them, rather, you can draw all over them, write your notes next to the content as you read it, share key bits with your friends or tutors and search quickly for key theories or concepts. E-books provide institution of learning with efficient workflows, time and cost savings from many universities' print textbook schemes, but most importantly awareness of content that is being used and learning analytics to better support student learning and academic performance [35].

Web-based technology is a powerful training delivery mechanism. It can be characterized and customized as per individual or group training needs. The major benefits of using Web 2.0 technologies in teaching include (a) interaction, communication and collaboration, (b) knowledge creation, (c) ease of use and flexibility, and (d) writing and technology skills [36]. [36] Web-based learning can help develop a better sense of connectivity between students and teachers and afford students opportunities to connect and communicate with classmates and resources throughout the world by reducing the distance between teacher and students, enhancing students learning about new ways of collaboration, providing opportunity for students and teachers to see learning as a more social process. Employers can also utilize online courses as a way of reducing the cost of training their employees as well as increasing productivity since the employees spend less time away from the office. [36] trainees may engage themselves in different types of online activities like drill and practice, simulations, reading questions and answering to know and learn. It also includes video segments, audio components, graphics, animation and text. On-line education journals, magazines and organizations encourage educators to think about new approaches to teaching and new ways to use technology in the classroom.

Contributing, [37] students who prefer online classes may find that online learning fits their learning style, giving them more time to think about answering questions and allowing them the option interact with classmates with whom they might not connect with socially. A major benefit of online education for professors is that an online environment is time-independent and place-independent. Online education provides convenience and flexibility for professors. The less demanding work environment enables professors to attend conferences, present papers, recruit for the university. Online education decreases limitations and increases diversity among the student population. Students in the course are able to gain a much broader perspective on the subjects at hand which make for a richer learning environment [37].

Teleconferencing [29] allows many people to get simultaneously connected so that discussion can take place even when participants do not meet. Teleconferencing is used in both formal and non-formal learning contexts to facilitate teacher-learner and learner-learner discussions, as well as to access experts and other resource persons remotely. It saves time as well as money. In open and distance learning, teleconferencing is a useful tool for providing direct instruction and learner support, minimizing learner isolation. It includes both audio as well as video teleconferencing.

Satellite communication and broadcast technology offers unique capability of being able to simultaneously reach out to very large numbers spread over large distances even in the most remote corners of the country [38]. [38] Two key factors driving the current changes in the provision of international telecommunication are increasingly competitive global markets and the rapid change to technological capabilities. An efficient international telecommunication network infrastructure is vital to the efficiency and growth of national economies and global markets. It helps in making a distant learner active by providing feedback and sustaining interest in learning. Through radio and televisions, the students in rural and deprived areas of country where education resources are not available can get the same quality of education as their counterparts in the urban centre. The use of broadcast television by schools presents a number of possible advantages including its power to enrich the experience of children, its high standard of lecturing, its addition of

variety to class teaching and the chance it presents teachers to inculcate a more critical approach to viewing in the home.

The use of Information and Communication Technology (ICT) is nowadays supposed to be a routine in teachers' and students' everyday work rather than a haphazard event. In practice, however, there is a gap between the goals and everyday school life. Therefore, in order to affect teacher students' willingness to use ICT in education, more attention should be paid to their learning experiences. New technologies are the instruments for change and innovation. The use of electronic (i.e. computers) and printed media enable the student to pursue their education without attending classes on a college or university campus. They are enabled to communicate and study at the times they select, through various technologies that allow them to interact in real time and through many different ways using the internet. It is possible to leverage the online environment to facilitate teaching techniques like role-play across time and distance.

[39] confirmed the significant effect of computers at home on knowledge which was obtained from computers. Pupils highly rated using animation, visual design and design software. Studies [39], [40], [41], [42], [43] showed that students have high positive attitude towards ICT.

In the same vein, individual students can access their results with the use of scratch cards. Government can equally monitor tax-payers through electronic registration. Lecturers can use teleconferencing, or videoconferencing to connect with experts, help English language students prepare for the world of work, boost global collaboration, increase engagement, create a flipped classroom, save valuable time, share resources with their colleagues and friends globally at various locations at the same time [29]. Contributing, [44] postulated ten reasons to use Video Conferencing with students of English language in the classroom as follows: Improves communication, helps build relationships, saves money, saves time, streamlines collaboration, improves efficiency, increases productivity, makes scheduling meetings easier, creates consistent, accurate records, enables live events. Similarly, [45] explained that video conferences make courses more accessible, connect with subject-matter experts, collaborate on student projects, save money as a broke college student, support open communication. In the same vein, [46] opined that video conferencing supports rural students through improved access, universities can extend their curricula to satellite campuses, schools can deliver content for different learning styles, teachers receive access to supplemental resources for classrooms, students experience flexible, collaborative learning.

The continuing rapid advance of ICT has in reality brought an increase in the availability of information, access to knowledge easier and importantly much more readily available to the wider population students and teachers of English language and around the world [47]. There is a greater access to a variety of information sources. Learners, teachers and people from other works of life can surf the internet for information relating to their field of study and other related matters as a result of development in science and technology.

ICT facilitates students access to information and respond to a widening range of texts, (a) organise and present information in a variety of forms (b) Broaden the range of audiences for their work. (c) Compose a widening range of texts for a broad range of purposes. (d) Compose for real audiences (e) Support in the choice of genre for audience and purpose. (f) Identify key characteristics and features of texts. (g) Develop understanding of language and critical literacy [48]. ICT is used across the curriculum for the purpose of finding things out, developing ideas and making things happen, exchanging and sharing information, reviewing and modifying work as it progresses [49].

The advantages of ICT in language learning according to [48] range from facilitating exposure to authentic language to providing access to wider sources of informational varieties of language. [48] ICT also creates opportunities for people to communicate world-wide and allows for a learner-centred approach in the teaching and learning process. It enhances development of learners' autonomy and creates avenue for learners to get information and communicate with each other in a wider range. [48] stressed that in the English language classroom, ICT address key outcomes of the syllables, and allows students to become competent users as well as consumers in English.

The use of ICT in English language has paved the way for a more student-centered learning setting as well as improves the quality of instruction by increasing the desire of the learners to explore, discover and create unique solutions to learning problems [14]. The teacher on the other hand is no longer seen as the primary source of information but with the use of ICT, he is now viewed as a support, collaborator and a coach for students as they learn to gather and evaluate information for themselves [8]. In essence, the use of ICT changes the roles of both the teachers and the students in the teaching and learning process. Instructions could be presented through the multimedia equipment thus raising the standard or the quality of presentation. through the use of ICT, quick and concise presentation is enhanced.

ICT is systematic. ICT applies the principles of systems approach to teaching and learning. This conserves the teachers' time and broadens teacher-students access to information. Teachers do not need to stay all night in the libraries and bookshops to plan lesson as they used to source for adequate and current books but, rather, they can browse the internet and get current texts.

ICT extends human experience. Human experience could be extended when dealing with materials that are not in the immediate environment of the learner or, on the other hand, when dealing with materials that could be injurious to the life of the students, for example, a wild animal like lion cannot be brought into the class live rather a film or video can present it live in the class or a zoo could be networked to the classroom through the internet. Clinical students in a College of Medicine in Nigeria could have access to a live surgical operation being performed in a hospital in the United State of America through internet connectivity. Teleconferencing, webhosting, videoconferencing, ways by which ICT can extend human experience[29].

ICT helps to overcome physical limitation. Through ICT, a lot of practices and procedures in all forms of endeavours have changed. Devices such as mobile phones, digital cameras, PDAs, games consuls and MP3 players are gaining grounds among the youths. Exposure to these materials is changing the situation among the youths who have greater access to information and equally interact with modern equipment that can aid their learning.

With the availability of satellite, internet connection, world-wide-web, etc., the whole world is turned to a global village. Learners in developed countries and some institutions in developing countries no longer have the barrier of distance to contact their teachers. Distance learning students do not need to leave their jobs before they can access their learning materials. They even stand a better chance than students who have to wait for the physical presence of their teachers/instructors before they could proceed. With the utilization of ICT, learners and their teachers can interact any time any day regardless of the location once they are connected to the net.

[8] cited the 2003 Geneva World Summit on Information Society (WISI) Action Plan where African Heads of States agreed to and signed which contain ten key strategies as follows:

1. To connect villages with ICTs and community access points;
2. To connect universities, colleges, secondary schools and primary schools with ICTs;
3. To connect scientific and research centres with ICTs;
4. To connect public libraries, cultural centres, museums, post offices and archives with ICTs;
5. To connect health centres and hospital with ICTs;
6. To connect all local and central government departments and establish websites e-mail address;
7. To adapt all primary and secondary school curriculum to meet the challenges of the information society, taking into account national circumstances;
8. To ensure that all of the world's populations have access to television and radio services;
9. To ensure that more than half the world's inhabitants have access to ICTs within their reach; and
10. To encourage the development of content and to put in place technical conditions in order to facilitate the presence and use of all world languages on the internet.

Similarly, pursuance to the above, the Nigerian government under the auspices of the National Economic Empowerment and Development Strategies (NEEDS) set out six goals for education in Nigeria to promote the use of ICT capabilities at all levels. According to [8], the target set out to achieve these goals are:

1. Ensure that ten percent of primary school graduates are computer literate;
2. Ensure that eighty percent of secondary school graduates are computer literate;
3. Ensure that eighty percent of graduates of Colleges of Education are computer literate;
4. Ensure that eighty percent graduates of Universities are computer literate;
5. Ensure that fifty percent of school managers and proprietors are computer literate;
6. Ensure that fifty percent of secondary schools have functional ICT facilities;
7. Ensure that eighty percent of tertiary institutions have ICT facilities
8. Ensure that fifty percent of teachers at all the levels are trained in computer skills;
9. To ensure that eighty percent of tertiary institutions ICT policy on student/ratio to computer; and
10. To ensure that eighty percent of all secondary schools implement ICT curriculum.

From the foregoing therefore, the provision and application of ICT in teaching and learning in Colleges of Education is inevitable if the above is to be achieved. However, with these laudable document from the Geneva Action Plan and Nigeria's NEEDS benchmark for promoting the use of ICT at all levels of education. Therefore, in the present study, the researchers examine the attitudes of NCE students toward ICT.

#### IV. METHOD AND PROCEDURE

The chapter discusses the method and procedure which the researcher will use in conducting the study. Accordingly, the chapter focuses on research design, population and sample, sample technique, instrument for data collection, validity, and reliability of instrument, the procedure for data collection and method of data analysis.

##### 4.1 Research Design



A research design is a plan made or conceptual structure of the research and the type of approach adopted in the study. This study adopted the descriptive survey. Survey design is appropriate because it describes the attitude, opinion, view and the perception of English language students towards the use of ICT.

## 4.2 Population and Sample

### 4.2.1 Population

The study population for this research work consists of all the three hundred (300) students of English language of Aminu Saleh College of Education, Azare, Katagum Local Government Area of Bauchi State.

### 4.2.2 Sample Techniques

A sample is a representative selected from a population [50]. To obtain a sample from the study population, the study adopted a purposive sampling of 66 NCE 1, 64 NCE 2 and 70 NCE 3 students of English language.

## 4.3 Instrument for Data Collection

The instrument for data collection is a self-developed structured questionnaire. The questionnaire is judged to be the best procedure to eliciting information from respondents. The questionnaire is divided into two sections. Section one is designed to obtain biographical information about the respondents. Section two contains 37 items scored on two-point scale as Competent (C) and Not Competent (NC) generated to obtain information on students' attitude in utilization of ICT

## 4.4 Validity and Reliability of Instrument

### 4.4.1 Validity

Validity is the degree to which results obtained from the data actually represent the phenomenon under study. The instrument for data collection was subjected to scrutiny by two experts in ICT and test and measurement from the Faculty of Education, University of Jos, Nigeria.

### 4.4.2 Reliability

The measure of internal consistency of the instrument was tested at 0.05 level of significant using Cronbach Alpha Reliability coefficient with 0.87% obtained.

## 4.5 Procedure for Data Collection

The researchers personally visited College of Education, Azare, Bauchi State and obtained permission to administer the questionnaire. The questionnaire were collected immediately after the students had completed the filling with 100% return rate.

## 4.6 Method of Data Analysis

The data collected was computed and the frequency summarized in tables using descriptive aspect of the Statistical Package for Social Sciences (SPSS) version 25. The decision to whether the mean of the result is accepted or rejected is that the mean scale of 2.5 and above was accepted while any item with mean score below 2.5 was rejected as indicated in Table 2 below.

## V. RESULT AND DISCUSSION

Table 1: Category of Respondents

Category of Respondents		Frequency	Percent
Subject combination	English/Double Major (DM)	60	30.0
	English/Social Studies	60	30.0
	English/Hausa	26	13.0
	English/Igbo	18	9.0
	English/Yoruba	12	6.0
	English/Arabic	24	12.0
Level	NCE 1	66	33.0
	NCE II	64	32.0
	NCE III	70	35.0
Gender	Male	100	50
	Female	100	50
Age Range	15-25	170	85
	26-35	30	15

GSM	Yes	200	100
Computer	31 and above	200	100
PC Computer	Yes	34	17
	No	166	83
Access Internet	No	200	100
E-mail	Yes	200	100
Facebook	Yes	200	100
WhatsApp	Yes	200	100
Instagram	Yes	82	41
	No	118	59
Modem	NO	200	100
Frequency of using Website	Everyday	137	68.8
	Once a week	10	0.5
	Twice a week	44	22
Purpose of ICT	Chatting	98	49
	Learning	102	51

**Source:** Researchers Field Survey, 2020

The results in Table 1 indicated the percentages of the subject combination, NCE 1-3, gender and age range. The finding showed that all the 200 respondents had GSM. The four colleges have computers from 31 and above. Majority of the students 166(83%) did not have personal computers for their learning. This result is in line with [10] who asserted that students who do not have computers for their learning may show their anger, doubt and frustration towards ICT. This type of negative attitudes toward ICT may account for their failure in the subject. Such students tend to blame their failure on ICT. Similarly, all the students in the college did not have access to the Internet and Modem for their learning. Lack of these ICT resources are in line with [2], [9] who explained that students' beliefs, feelings, experiences and actions with the usability of ICT whether at school or at home determine the direction of attitude whether favourable or unfavourable. The results also indicated that all the students had email address, Facebook, WhatsApp and Modem, yet cannot access learning materials online because majority of them did not have Smart phone, personal laptop to interact and share ideas on Instagram. Majority of the students' frequency of usage of Website everyday was 137(68.8%) for learning 102(51%) was encouraging. This result concord with [39], [40], [41], [42], [43] which revealed that students of English language have high positive attitude towards ICT. They had greater access to variety of information sources globally [45]. The purpose of availability and accessibility to ICT resources gave students of English language the opportunity to connect, share and communicate with their community, friends, teachers and colleagues globally [8].

**Research question 1:** What are the attitudes of English language students towards ICT in College of Education, Azare?

**Table 2:** Attitude of students of English Language towards ICT

S/N	Items	N	Mean	Std	Decision
1	I am interested in developing my skills and knowledge with ICT	6	3.6667	2.06559	Accepted
2	I am overwhelm with use of ICT because of its usefulness in a variety of lesson planning, research, teaching, learning and management	6	5.0000	00000	Accepted
3	I am more comfortable with ICT because of its usefulness in a variety of lessons planning, research ,teaching, learning and management task	6	4.6667	51640	Accepted
4	I am reluctant to use ICT in my teaching and learning because of the fear constant change	6	2.6667	1.86190	Accepted
5	Those of us with poor self-confidence and fear of rejection by ICT are not comfortable with ICT	6	2.0000	1.09545	Rejected
6	I fear using ICT because of time commitment	6	1.8333	1.16905	Rejected
7	I am not competent in using ICT because of the fear of not knowing where to start.	6	2.3333	1.50555	Rejected
8	No education system may rise above the quality of its teachers, yet the use of computer and internet is replacing teachers.	6	2.6667	1.21106	Accepted
9	The fear of failure or of deceased prestige is affecting my	6	2.3333	1.50555	Rejected

	willingness to use ICT				
10	The apparent flexibility of ICT is frightening me	6	2.1667	1.83485	Rejected
11	I am afraid of using ICT of the fear of being married to bad choice	6	1.3333	51640	Rejected
12	Relinquishing my author my (teacher directed) as expert and information giver to students autonomy (facilitator/directed, coach and guide)make me fear ICT	6	1.8333	1.16905	Rejected
13	I am loosing the authority of my lesson in the classroom because ICT has become more learner center learning	6	1.8333	75277	Rejected
14	The changing role of the teacher from the teacher-centered to student-centered is making me afraid of using ICT	6	2.0000	1.54919	Rejected
15	Competing with my students on cyber cafe while browsing makes me incompetent	6	1.6667	1.21106	Rejected
16	The current trend towards teaching and learning ICT in schools are best utilized across the curriculum	6	2.8333	1.72240	Accepted
17	I am afraid of ICT because of the fear of embarrassment in front of my students and colleagues	6	1.5000	54772	Rejected
18	With constant practice with ICT I am no longer loosing my status and an effective degrading of professional skills.	6	3.6667	1.50555	Accepted
19	ICT is not only suitable for young persons.	6	2.3333	1.75119	Rejected
20	ICT is not suitable for students with Special Needs	6	1.6667	51640	Rejected
21	I am afraid of ICT for fear of rejection and appraisals	6	1.1667	40825	Rejected
22	I am worried about the rapid pace of the development of the ICT because I cannot cope with jargon associated with computer	6	1.3333	51640	Rejected
23	I am generally worried about my own lack of skills and knowledge in ICT compared to that of my students	6	1.5000	1.22474	Rejected
24	The key board is not flexible enough to enable me type my document	6	1.5000	83666	Rejected
25	The use of computer should be restricted to science alone	6	1.0000	00000	Rejected
26	Computers are dehumanizing and frightening to me.	6	1.3333	51640	Rejected
27	I fear the use of computer because it makes me appear incompetent	6	1.5000	1.22474	Rejected
28	The use of computer makes me look stupid	6	1.3333	51640	Rejected
29	I fear the use of computer because it can replace me as a teacher	6	1.1667	40825	Rejected
30	The use of computer makes me lazy	6	1.1667	40825	Rejected
31	The use of internet can expose my secret	6	1.3333	51640	Rejected
32	Introverted student-teachers have no time for ICT.	6	1.5000	1.22474	Rejected
33	Extrovert student-teachers have no time for ICT	6	2.0000	1.09545	Rejected
34	The dilapidated nature of electricity has discouraged my use of ICT	6	3.5000	1.22474	Accepted
35	Lack of internet connectivity has further damped my morale	6	3.1667	1.72240	Accepted
36	Lack of personal laptop has a negative effect on my academic	6	2.6667	1.50555	Accepted
37	I fear the use of ICT because it changes my profession	6	1.6667	1.63299	Rejected

Source: Researchers' Field Survey, 2020

The results in Table 2 above indicated that students of English language had positive attitudes towards ICT as exemplified in Serial Nos, 1,2,3,4, 8,16, 18, 35 and 36. This result support the ideas of [14] that students' perceptions of their computer experience influence their behavior to learn more with ICT resources. The result also supports [17], [20], [19], [22] assertion that self-efficacy leads to positive attitudes which correspond to greater achievement that have significant impact on the acceptance of ICT resources. This result equally supports [9] idea that people with positive attitude move forward with confidence and optimism, remain happy and cheerful, they are blessed with sense of responsibility and remain determined in their tasks. This result is in line with [33] that availability, adequacy, functionality and accessibility of ICT resources would encourage students positive attitudes to use ICT for their weekly online assignment submission, discussion forum, Blog,

file download, grading of students results, instant messages, online calendar, online news and announcement, Wiki, development of question Bank, enrollment of students, notifications to students, generation of reports, and active participation in the discussion with students, lecturers and administrators.

Although students of English language in the four Colleges of Education, Kano were interested, overwhelmed and comfortable using ICT for their learning, the following challenges as found in Table 2 above in Serial Nos. 5,6,7,9,10,11,12,12,14,15,17,19,20,21,22,23,24,25,26,27,28,29,30,31,32,33 and 34 affected their full utilization of ICT resources for their learning. This finding concurs with [18] who identified lack of knowledge and experience with ICT were the most common reasons for students' negative attitudes towards computers. With these challenges, students may not have the courage to surf the internet for information relating to their field of study and other related matters. This result supports [12], [2],[13],[11] who stated that students were generally not so proficient and skillful in using ICT as a result of poor preparation, poor instructor awareness and training in using e-learning facilities, availability of fewer connections, slow downloads which tend to affect the use of e-learning services, and eventually discourage students from using e-learning. This result is also contrary to the expectation of the Geneva 2003 and NEEDS 2005 benchmark that government should connect Colleges of Education with ICTs resources and to ensure that eighty percent of graduates of Colleges of Education are computer literates respectively as cited in [8].

## VI. CONCLUSION

The findings of the study indicated that the students are not highly skilled in Information Communication Technology skills. The study realized that the students are only good in a few areas like social network-face book, WhatsApp, etc. They find it difficult to carry out some activities on computer such as the use of Microsoft Excel, printing and scanning, word processing and internet browsing. Inadequate ICT facilities and lack of access to internet facilities also posed a serious challenge to students' achievement in ICT. Therefore, there is need to provide the students with enough computers at all levels of the teaching and learning process. When students access the computers then majority of them will be in a position to sharpen their skills and be able to meet the needs of the society and result to the realization of vision 2030.

The results of the present study and its backup evidences revealed that the success of implementing the new curriculum with ICT in education depends greatly upon the positive attitudes students and teachers and their willingness to embrace ICT knowledge and skills. That being the case, teachers should possess not only ICT knowledge and skills but also have to develop and imbibe right attitudes towards ICT. This is important because teachers' attitudes toward technology have a marked influence on their readiness to utilize technology in their teaching. The results thus suggested that teachers who were competent in ICT skills found ICT to be more useful; they approached it with greater confidence and displayed low anxiety and aversion towards using it. Technology by itself may not lead to change. Rather, the efforts need to be made to develop a favorable attitude amongst teachers in favor of ICT use in teaching and raising their competence level and proficiency in technological skills in order to exploit the potentials of ICT meaningfully in the teaching-learning process and to cause, in turn, an effective integration of ICT with pedagogy to make schooling tangible and its impact long lasting. The study thus opens up vast vistas of scope for teachers, teacher educators, pedagogues, ICT experts as well as educational planners and research scholars to probe into the various dimensions of building a happy blend between ICT and pedagogy inputs in the system of education per se and suggest a few working modules to help this cause.

## VII. RECOMMENDATIONS

The recommendations presented in this study are based on the result of the analysis of findings and documented facts from extensive reviews of the relevant literature.

1. Students should be encouraged to develop positive attitudes towards ICT in order to improve their achievement in ICT.
2. National Council on Colleges of Education (NCCE) and College authorities should provide ICT facilities including internet facilities to all the Colleges of Education in Nigeria.
3. Parents should expose their children early to ICT and help them develop the skills at early stage in life.
4. Government should enforce to full implementation of ICT curriculum at all levels of education.
5. The peer learning factor amongst students should be reinforced, providing ICT facilities and an environment equipped with modern ICT, where NCE students can exchange their experiences, skills and ICT activities at the Colleges of Education (Federal, state and private).
6. Lecturers in Colleges of Education in Nigeria should encourage their students to use ICT in their English language version to enhance their language skills.
7. Lecturers in all the Colleges of Education should be motivated to use ICT in NCE learning, by providing them with training sessions and workshops on the use of ICTs. By doing so will develop students experience and skills in ICT, and they will feel more confident in utilizing them for their learning.

8. Policy makers at NCCE and College authorities should lay emphasis on all the aspects of English language while adopting a standard e-learning framework.
9. Accelerated telecommunication systems and better internet penetration with wider bandwidth and more functional software applications for e-education are highly needed for overcoming the digital divide to achieve growth and development in collaboration with rural grass-roots developmental work in institutions of learning.

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