

TECHNOLOGICAL MOTIVATION AND PERCEPTION OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE SINCE THE OUTBREAK OF COVID-19 PANDEMIC IN OSUN STATE

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Abstract

The study investigated technological motivation and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State. The study is a descriptive study; a sample of 400 students from Osogbo and Olorunda, Osun Central, Osun State formed the participants for the study. The instrument for data collections was questionnaire and reliability level was 0.78. Data collected were analyzed descriptive statistics (frequency count and simple percentages), t-test and correlation. The findings of the study revealed that secondary school students perceived the roles of technological in English language since the outbreak of COVID-19 pandemic in Osun State as it is easy to use, it save time, develop interest in learning, provides communication medium for information, promote individual learning and it promote active learning. Projector, public address, multimedia software, interactive board, computer, scanner and printer are the technology facilities available for students use since the outbreak of COVID-19 pandemic while others like internet facilities, media player, Learning Management System (LMS), zoom and google classroom are not available for use. The study of the findings revealed the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic as ICT software is not readily available, insufficient number of ICT, insufficient technical support from ICT, absence of constant electricity, amongst others and there is no significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State. The following recommendation were made such as: the ministry of education and local government education authority should provide computers, internet and other ICT tools in all the government own schools so as to encourage teachers use of ICTs, employers of teachers should give sufficient technical skills to their employees on ICT tools, teachers training institutions like institutes of education, colleges of education, National Teachers Institutes and so on should make ICTs course compulsory for all the teachers under training to make them familiar with the use of ICTs in teaching and learning

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INTRODUCTION

Since the formal beginnings of education, motivation has been viewed as the primary determinant of student learning and school success (Dewey, 2013). Research consistently reveals that motivation is critical not only to current academic functioning, but also to students' beliefs in their future success as students and in their expectation of having positive school experiences (Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2013). Furthermore, motivation is one lens with which to investigate factors that contribute to students' interest, engagement and persistence in learning activities (Gilman & Anderman, 2016). Motivation involves goals that provide impetus for and direction to action. Cognitive views of motivation are united in their emphasis on the importance of goals.

Similarly, motivated activity is instigated and sustained. Starting toward a goal is important and often difficult because it involves making a commitment to change and taking the first step. But motivational processes are critically important to sustain action. Many major goals are long-term such as to get good grades to be accepted into college or saving money for retirement (Pintrich & Schunk, 2015). Most contemporary theories tend to emphasize one or more aspects that facilitate this process (Roeser, Strobel, & Quihuis, 2015). Gottfried (2010) used the term academic intrinsic motivation in a broad sense to depict a special kind of motivation for school learning.

Currently, the temporary closures of higher education institutions (HEIs) due to the COVID-19 pandemic are no longer news, because most countries have stopped face-to-face teaching. Since its foundation, universities, like any other social institution, have had to face devastating epidemics that have impacted their daily functioning. And they have survived and continued their mission even with their doors closed. Information and Communication Technology (ICT) have become key tools in educational methodology and curriculum delivery globally. It has been identified as an indispensable instrument for the development of quality teaching and learning in the education system especially during covid-19 pandemic.

In this 21st century, the term "technology" is an important issue in many fields including education. This is because technology has become the knowledge transfer highway in most countries. Technology modification nowadays has gone through innovations and transformed our societies that has totally changed the way people think, work and live (Grabe, 2015). As part of this, schools and other educational institutions which are supposed to prepare students to live in "a knowledge society" need to consider technology in their curriculum (Ghavifekr, Afshari & Amla Salleh, 2012). The use of technology in education has become a subject that is mostly discussed in this modern era.

The world today is taken over by Technology. Technology are the tools that have great impact in teaching and learning. Shittu (2013) explains that technology help in facilitating information collection, processing, usage, transfer, storage, retrieval, sharing and interpreting information. Essentially technology consists of wide range of technologies like telephone, computer, internet and worldwide website (www), fax, word processing, application, magnetic link, character recognition checks, spread sheet, educational software package, CD Rom based, Rom based resources, online information sources, PowerPoint, Television, Overhead Projectors, Camera, Radio Cassette, Video

Tape, Audio Cassette, and many others (Adeyemi & Olayele, 2015). These technological tools and electronic gadgets enhance teaching and learning process in the classroom.

Technology plays a vital role in the development of any nation. It has been an instrument for achieving social, economic, educational, scientific and technological development, Adedeji (2015). Technology has greatly influenced the educational sector especially on teaching, learning and research. The application of technological motivation is not only emphasized in corporative business and the industrial sector, but it is an essential part of education at all levels, Allen (2015). Technology, including computers, is generally believed to foster cooperative learning, provide more information and, through simulation, make complex learning experiences easier to understand. Therefore, the use of technology cannot be ignored either by lectures or by students.

In English, teachers can use technology in the preparation of contents and process that will help easy understanding of the subject matter. Jean (2017) argued that effective use of technology can support and change teaching and learning process in many subject areas. Therefore, the introduction of technology motivation in learning of English language as a compulsory subject having its unique structure produces the learner with ways of reasoning and effective communication.

Babajide (2015) further said that up to date, the country is still faced with the dilemma of selecting an indigenous language that will foster socio-economic interaction among the diverse linguistic and cultural groups in the country and at the same time promote national unity. Till the dilemma is cleared, English will still remain the official language in all the official domains, including education, in Nigeria.

Students taught English language should be active, interactive and effective in the utilization of technology this will make the learner not to be passive in teaching and learning process. Information communication technology device makes the learner become the teacher, the students have to teach others ICT to perform some task or teach others some contents through computer-based materials (Igba & Oyibe, 2015). The use of technology to the learner will help in the expansion of knowledge through retrieval of information and ability to develop more complex scheme relevant to learning experience. It is against this background the researcher deemed it fit to investigate the role of technological motivation on the academic performance of secondary school students in English language since the outbreak of Covid-19 pandemic in Osun State.

Statement of the Problem

The age we live in is characterized with the use of information as a resource, intense use of information by members of the society to take informed decisions and the emergence of an information sector within the knowledge society. It has been discovered in recent years that technology is being canvassed by several people as being effective in improving teaching and learning. In the present information age, the issue of students' use of technology is of crucial importance. This is so because the use of technology by students would enhance competence and confidence in them. However, many students still patronize traditional book materials as a source of information in our secondary schools

rather than ICT that is more efficient and reliable; hence, the need for the study to be carried out on technological motivation and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State.

Purpose of the Study

1. examine the role of technological motivation and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State
2. find out the type of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State
3. investigate the challenges encountered by students while using technology facilities as a motivator since the outbreak of COVID-19 pandemic in Osun State.
4. determine the difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State.

Research Questions

The following research questions were generated for the study

1. What are the roles of technological and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State?
2. What are the types of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State?
3. What are the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic in Osun State?

Research Hypothesis

H₀₁: There is no significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State.

METHODS

Research Design

Descriptive survey research was adopted for this study because it involves collecting and analyzing data gathered from a sample considered to be representative of the population, and generalizing the findings.

Population of the Study

The population for this study comprised secondary school students in Osogbo and Olorunda, Osun Central senatorial district, Osun State.

Sample and Sampling Technique

The researcher employed simple random sampling technique to select ten secondary schools each from Osogbo and Olorunda make up twenty secondary schools from Osun Central, Osun State. Twenty (20) students were purposely selected from each of the schools which make up four hundred (400) respondents that constituted the sample of the study.

Research Instrument

In collecting data for this study, the researcher make used of a self-developed questionnaire ‘Technological Motivation and Perception of Secondary School Students in English Language since the Outbreak of Covid-19 pandemic in Osun State’ (TMPSSSELOC19P). The instrument was divided into two sections. Section A elicits responses on the demographic data of the respondents while section B sub- divided into four with relevant items that were used to elicit relevant responses from the respondents in line with the research questions and hypothesis.

Validity of the Instrument

The instrument was validated by an experienced English language teacher, a seasoned educational technologist and an expert in test construction. This was to determine the effectiveness and the appropriateness of the instrument, to reduce ambiguity in the contents and structures of the sentences used, and in order to establish construct validity. The validator’s corrections and modifications were used to improve the quality of the instrument.

Reliability of the Instrument

In order to ascertain the reliability of the instrument, a test-retest method of reliability was used to determine the consistency of the instrument within an interval of two weeks. The inventory was administered twice to 20 same set of respondents who are not involved in the real study. Their responses were subjected to Pearson Product Moment Correlation (PPMC) in order to determine the reliability of the instrument.

Method of Data Collection

The researcher distributed the inventory to the selected number of students. The completed questionnaires were collected for analysis.

Data Analysis

Data collected was analysed using descriptive statistics (frequency count and simple percentages), t-test and correlation.

RESULT AND DISCUSSION

Demographic information

Table 1: Respondent Distribution by Gender (N = 400)

	F	%
Male	199	49.8
Female	201	50.2
Total	400	100.0

Table 1 presents the gender distribution of respondent. It shows that 49.8% are male while 50.2% are female.

Table 2: Respondent Distribution by School type (N = 400)

	F	%
Public	200	50.0

Private	200	50.0
Total	400	100.0

Table 2 presents the school type distribution of respondent. It shows that 50.0% are from public school while 50.0% are from private school.

ANALYSIS OF RESEACRH QUESTION

Research Question 1: What are the roles of technological and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State?

Table 3: Analysis of the roles of technological and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State (N = 400)

S/N	ITEMS	RESPONSE							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1	Technology save my time	223	55.8%	150	37.5%	20	5.0%	7	1.8%
2	It is easy to use	159	39.8%	204	51.0%	31	7.8%	6	1.5%
3	It enabled me to develop interest in learning	181	45.3%	158	39.5%	50	12.5%	11	2.8%
4	It has no effect on the quality of learning	110	27.5%	131	32.8%	117	29.3%	42	10.5%
5	ICT provides communication medium for information	198	49.5%	173	43.3%	23	5.8%	6	1.5%
6	It promotes individual learning	181	45.3%	165	41.3%	39	9.8%	15	3.8%
7	ICT promotes active learning	198	49.5%	151	37.8%	38	9.5%	13	3.3%
8	It improves students reading skills	165	41.3%	168	42.0%	47	11.8%	20	5.0%
9	It encourages group discussion	207	51.8%	137	34.3%	42	10.5%	14	3.5%
10	It encourages students to search for academic materials online	230	57.5%	132	33.0%	28	7.0%	10	2.5%

Table 3: Analysis of the roles of technological and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State. The items respondents agreed with were; Technology save my time (93.3%), It is easy to use (90.8%), It enabled me to develop interest in learning (84.8%), It has no effect on the quality of learning (60.3%), ICT provides communication medium for information (92.6%), It promotes individual learning (86.6%), ICT promotes active learning (87.3%), It improves students reading skills (83.3%), It encourages group discussion (86.1%), It encourages students to search for academic materials online (90.5%).

Research Question 2: What are the types of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State?

Table 4: Analysis of the types of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State (N = 400)

S/N	ITEMS	RESPONSE			
		Available		Not Available	
		F	%	F	%
1	Projector	205	51.3%	195	48.8%
2	Learning Management System (LMS)	188	47.0%	212	53.0%
3	Public address	299	74.8%	101	25.3%
4	Multimedia software	208	52.0%	192	48.0%
5	Interactive board	282	70.5%	118	29.5%
6	Internet facilities	196	49.0%	204	51.0%
7	Media player	198	49.5%	202	50.5%
8	Computer	339	84.8%	61	15.3%
9	Scanner	217	54.3%	183	45.8%
10	Printer	323	80.8%	77	19.3%
11	Zoom	167	41.8%	233	58.3%
12	Google Classroom	183	45.8%	217	54.3%

Table 4 presents the analysis of the types of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State. The items that are available were; Projector (51.3%), Public address (74.8%), Multimedia software (52.0%), Interactive board (70.5%), Computer (84.8%), Scanner (54.3%), Printer (80.8%). The items that were not available were; Internet facilities (51.0%), Media player (50.5%), Learning Management System (LMS) (53.0%), Zoom (58.3%), Google Classroom (54.3%).

Research Question 3: What are the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic in Osun State?

Table 5: Analysis of the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic in Osun State (N = 400)

S/N	ITEMS	RESPONSE							
		Strongly Agree		Agree		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%
1	learning schedule do not allow for using ICT	186	46.5%	124	31.0%	75	18.8%	15	3.8%
2	ICT software is not readily available	104	26.0%	173	43.3%	107	26.8%	16	4.0%
3	There is not enough time to use ICT	81	20.3%	168	42.0%	126	31.5%	25	6.3%
4	ICT is too expensive for me to use	92	23.0%	180	45.0%	107	26.8%	21	5.3%
5	Insufficient number of ICT facilities discourage their use	110	27.5%	175	43.8%	100	25.0%	15	3.8%
6	Insufficient Internet bandwidth or speed hinders the use of ICT for learning	122	30.5%	171	42.8%	75	18.8%	31	7.8%
7	Insufficient technical support from information communication and technology department deters their use	150	37.5%	161	40.3%	67	16.8%	22	5.5%
8	Absence of constant electricity deterred me from using it	171	42.8%	127	31.8%	66	16.5%	34	8.5%

Table 5 presents the analysis of the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic in Osun State. The items the respondent with were; learning schedule do not allow for using ICT (76.5%), ICT software is not readily available (69.3%), there is not enough time to use ICT (62.3%), ICT is too expensive for me to use (68.0%), Insufficient number of ICT facilities discourage their use (71.3%), Insufficient Internet bandwidth or speed hinders the use of ICT for learning (73.3%), Insufficient technical support from information communication and technology department deters their use (77.8%), absence of constant electricity deterred me from using it (74.6%).

Research Hypothesis

H₀₁: There is no significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State.

Table 6: Summary of t-test Analysis to know if there is difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State

	N	Mean	S.D	T	Df	Sig.(2 tailed)	Remark
public	200	6.10	1.60	5.291	398	0.000	Significant
Private	200	8.78	0.97				

Table 5 presents the analysis to know if there is difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State. The result reveals that there is significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State ($t = 5.291$, $df = 398$, $p < 0.05$). This implies that

the frequency use of technology facilities as a motivator in public school is different from that of private school.

Summary of Findings

Based on the analysis of the findings above, the following were deduced:

1. The findings revealed that secondary school students perceived the roles of technological in English language since the outbreak of COVID-19 pandemic in Osun State as it is easy to use, it save time, develop interest in learning, provides communication medium for information, promote individual learning and it promote active learning.
2. The findings revealed that projector, public address, multimedia software, interactive board, computer, scanner and printer are the technology facilities available for students use since the outbreak of COVID-19 pandemic while others like internet facilities, media player, Learning Management System (LMS), zoom and google classroom are not available for use.
3. The findings revealed the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic as ICT software is not readily available, insufficient number of ICT, insufficient technical support from ICT, absence of constant electricity, amongst others.
4. More so, the findings revealed that there is significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State.

DISCUSSIONS, CONCLUSION, AND RECOMMENDATIONS

Discussion of Findings

Research Question One

Results on Research question one revealed that majority of students agreed that technology save time, it is easy to use, it enabled them to develop interest in learning, it has no effect on the quality of learning, ICT provides communication medium for information, It promotes individual learning, ICT promotes active learning, it improves students reading skills, it encourages group discussion and it encourages students to search for academic materials online. This finding is interesting because is in consonance with the finding of Issa (2015) that roles of technological motivation can support and change teaching and learning process in English Language. However, the study of Allen (2015) found that the use of ICT does not encourage teacher-students discussion method.

Research Question Two

Research question two revealed types of technology facilities available for students use since the outbreak of COVID-19 pandemic in Osun State shows that projector, public address, multimedia software, interactive board, computer, scanner and printer are the technology facilities available for students use while others like internet facilities, media player, Learning Management System (LMS), zoom and google classroom are not available for use. This finding was crucial for it has bearing with the finding of Igba & Oyibe (2015) found that the availability of technology will help learners in the

expansion of knowledge through retrieval of information and ability to develop more complex scheme relevant to learning experience. However, the study of Grabe (2015) disagreed with the result of the findings that the use of technology tools has shown that ICT does not support students learning.

Research Question Three

Research Question Three revealed the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic shows that learning schedule do not allow for using ICT, ICT software is not readily available, there is not enough time to use ICT, ICT is too expensive for me to use, insufficient number of ICT facilities discourage their use, insufficient Internet bandwidth or speed hinders the use of ICT for learning, insufficient technical support from information communication and technology department deters their use and absence of constant electricity deterred me from using it. This finding is very important because it corroborates the report by Sharma (2018), found that the major challenges encountered by the university lecturers in using technology includes; lack of enough computers, shortage of internet facilities, students' lack of access to virtual learning facilities and tools, high cost of software and erratic power supply. However, the study of Asabere (2016) disagreed with the result of the findings that fear of making mistakes and lecturers incompetent attributed to the challenges encountered in the use of virtual learning.

Hypotheses One

The result also revealed that there is no significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State. This implies that the frequency use of technology facilities as a motivator in public school is different from that of private school. This is in tandem with the studies by Adedeji (2015), found that there is significant difference between the availability and usage of ICT equipment in education departments of based on school type because there are no *significant* hindrances in the *use* of information and technology. However, the findings of Babajide (2015) disagree with the result of the findings that there is no significant difference between the availability and use of e-learning resources between public and private schools as both schools use technology facility mostly every day.

CONCLUSION

The study examined technological motivation and perception of secondary school students in English language since the outbreak of COVID-19 pandemic in Osun State. Based on the findings from this study, it was concluded that secondary school students perceived the roles of technological in English language since the outbreak of COVID-19 pandemic in Osun State as it is easy to use, it save time, develop interest in learning, provides communication medium for information, promote individual learning and it promote active learning. Projector, public address, multimedia software, interactive board, computer, scanner and printer are the technology facilities available for students use since the outbreak of COVID-19 pandemic while others like internet facilities, media player, Learning

Management System (LMS), zoom and google classroom are not available for use. The study of the findings revealed the challenges encountered by students while using technology facilities as a motivator since the outbreak of covid-19 pandemic as ICT software is not readily available, insufficient number of ICT, insufficient technical support from ICT, absence of constant electricity, amongst others and there is no significant difference in the frequency use of technology facilities as a motivator between public and private secondary schools in Osun State.

RECOMMENDATIONS

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

1. The ministry of education and local government education authority should provide computers, Internet and other ICT tools in all the government own schools so as to encourage teachers use of ICTs.
2. Employers of teachers should give sufficient technical skills to their employees on ICT tools so as to make them competent with the use of ICT tools.
3. Teachers training institutions like institutes of education, colleges of education, National Teachers Institutes and so on should make ICTs course compulsory for all the teachers under training to make them familiar with the use of ICTs in teaching and learning.
4. Healthy school ICT culture in teaching and learning has to be cultivated with dominant use of ICT in the school for lecturers and students to develop skills in applying technology in their various tasks.
5. Creating collaborative design teams where teachers can work with peers to formulate online learning lessons and solve ICT related problems they are faced with on a daily basis.

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