

The Impact of Group Methodology and ICT on Students Performance in English Language and Literature in Senior Secondary Schools in the North-West Zone

Maria Jennifer Iyere (PhD)^{1*}, Abdullahi D. Umar²

¹Department of English and Literature, Federal University, Gusau, Zamfara, Nigeria

²Department of English and Literature, Federal University, Gusau, Zamfara, Nigeria

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*Corresponding author: Maria Jennifer Iyere

Department of English and Literature, Federal University, Gusau, Zamfara, Nigeria

Abstract

This paper reports the need to enrich the teaching and learning of the English language and Literature through the use of ICT and group methodology. The research was quasi-experimental in approach. A structured questionnaire using three-point scales was administered to 30 respondents from two schools each in Kaduna, Kano, and Zamfara State (meaning 5 respondents from each school). The questionnaire was used in collecting data for analysis. Data were analysed using statistical tools of frequency (F) and percentage (%). The average age of the participants was 25 and above. The results emanating from this revealed that using ICT and group methodology has been reported to be an effective teaching method for improving students' attitudes toward English and Literature acquisition. This paper however recommends the adoption and adaptation of using ICT and group methods for regular conduct of both face-to-face and online teaching.

Keywords: English language and Literature, ICT and group methodology, quality education, human and societal development.

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INTRODUCTION

Education is a human industry, the more sophisticated it is the more quality products it provides, hence quality education is necessary for both human and societal development. If we must expect a transformation in our political, social, economic, and scientific spheres in Nigeria, quality education at all levels is needed. Therefore, the importance of Education and the need for educational empowerment as part of the prerequisite for economic and societal development, enhance the learning experience of learners. It is against this backdrop that this study provides the tools for improved learning experiences for learners in senior secondary schools as a step in the right direction.

Investigations into the factors that influence the academic performance of students have attracted the interest and concern of teachers, counselors, psychologists, researchers, and school administrators, and because of the public outcry concerning poor academic performance in the country. Nuthana and Yenagi, (2009) noted that students' academic

achievement occupies a very important place in education as well as in the learning process. It is considered a key factor to judge one's total potentials and capacities which are frequently measured by the examination results.

It is agreed that the digital revolution and societal disruption influence all human activities (Riel and Polin, 2001) such as governance, business strategies, and communication growth in social interaction, as mentioned above in the act of English Language and Literature transformative teaching and learning. This approach is required to enhance personal, professional, and organizational performance. From March 2020 after the announcement of COVID-19 till date, we noticed that many presentations on teaching pedagogy have surfaced. Consequently, for this research, ICT and group methodology were adopted in teaching English and Literature to learners in schools selected from the states under study.

Statement of the Problem

It is a known fact, that students' enrolment in primary and tertiary institutions in the North West Zone

have increased exponentially since independence, so the demand for physical structures like classrooms, laboratories, theatres, auditorium, and administrative buildings put pressure on school resources. Therefore, the successful implementation of any educational programme depends mostly on the quality of the learning environment that is provided for such programme. This is supported by Adaralegbe in Abraham (2003) who posits that the type of atmosphere required for effective learning is that consisting of better school buildings, as well as more and better teaching facilities. Also, a study carried out by Hale (2002) revealed that students in classrooms with large windows, natural lighting, and well-designed skylights were found to perform well better than their peers in classrooms without these features. It is against this background that this conversation analyses some items on present teaching challenges as: a) Teaching approach, b) Class size, c) Use of ICT integration and teaching material.

Research Questions

The following research questions have been stated to guide the conduct of this study.

1. What are the attitudes of English language and Literature students towards the use of ICT and group methodology?
2. What impact does the group method have on learners' performance in English and Literature in Senior Secondary Schools in North West?
3. To what extent do learning materials have an impact on learners' performance in English and Literature in Senior Secondary Schools in North West Zone?
4. What is the impact of the learning environment on learners' performance in English and Literature in Senior Secondary Schools in the North West Zone?
5. Does the knowledge obtained in English and Literature apply to students' daily activities?

RESEARCH METHODOLOGY

This section provides a general framework for the research by indicating the procedures and techniques that will be adopted in data collection and analysis. It is experimental research with both an experimental group and a controlled group. In experimental research, there is a need for an unbiased experimental group and control group, therefore there will be a pre-test to find out the entry behavior of the groups. Treatment will be given after the pre-test and finally the post-test will be administered using a group method assessment test constructed by the researchers.

Research Design

The study is quasi-experimental in approach involving one treatment. It was carried out using six schools from the Kaduna, Kano, and Zamfara States of Nigeria. From each school, five English and Literature teachers were randomly sampled giving a total of thirty teachers.

Population, Sample, and Sampling Procedure

The population for this research consisted of public schools in Kaduna, Kano, and Zamfara States. The sample was obtained by random sampling which consisted of thirty English and Literature teachers from six schools. At the time of the research, there were few model public schools and these constituted the target population from which the sample was drawn. Random sampling method was used because it ensured fairness, clarity, and objectivity in selection. The average age of English and Literature teachers was 25 years.

Validation of Instruments Group Method Assessment Test (GMAT)

The researchers constructed group method/assessment test items comprising ten items to find out the effectiveness of the group method in teaching drama, poetry, and fiction to large classes. Also, a questionnaire was constructed by the researchers to elicit vital information from the teachers concerning group method and ICT implementation. The Group Method Assessment Test (GMAT) and questionnaire was given to expert in the English language and Literature especially in some Senior Secondary Schools and measurement and evaluation expert to find out the face validity (the reasonableness of the test). Also, there was a pilot study for a similar group of teachers of English and Literature in Kaduna State; this was to establish the reliability of the Group Method Assessment Test (GMAT) 291 teachers were trained from the estimated number of Senior Secondary School teachers that were expected to be 1,200 according to (Krejcie and Morgan, 1970), on how to use ICT and Group Methods in teaching drama skills such as acting out roles from a given text; film production, music, and dance. The variables assessed by the questionnaire were; the approach the researchers used in teaching, how active in the class, increased interest, and looking forward to English and Literature lessons among others. The teachers were expected to score five (5) activities on a three (3) point scale (Agreed, Disagreed, and Undecided) to items they could carry out as a result of their English language and Literature classes.

Administration

The principal researcher: the research partner personally trained the sampled teachers on how to use Group Method and ICT in teaching some specific skills. This was to enable the team to collect enough data so that the study will be valid, reliable, and authentic.

Hypotheses

1. There is no significant difference between the experimental group and control groups.
2. There is no significant difference between the pre-test and post-test of the experiment group.
3. There is no significant difference between males and females.

4. There is no significant difference between the performance of students from urban and rural areas.

RESULTS AND DISCUSSION

The data collected were presented in tabular forms as shown in Tables 1-5.

Table 1: The attitude of English and Literature Students towards the use of ICT and group method

Variable Statement	Response option	Frequency	Percentage (%)
The approach the **** used in teaching English and Literature for the past two weeks has increased my interest in English language and literature	Agreed	23.6	26.26
	Disagreed	3.6	4.07
	Undecided	2.6	2.96
Total		30	30%

The result from Table 1 indicates that 23.6 respondents representing 26.26% of the sampled population indicated that the approach applied in the teaching has increased their interest in English and

Literature lessons. Three-point six respondents representing 4.07% disagreed while 2.6 respondents (2.96%) were undecided.

Table 2: Looking forward to English and Literature Lessons

Variable Statement	Response option	Frequency	Percentage (%)
Made me look forward to English and Literature lessons	Agreed	26	28.9
	Disagreed	4	4.43
	Undecided	-	-
Total		30	30%

Table 2 shows that 26 respondents representing 28.9% of the sampled population indicated

that they look forward to English and Literature lessons, while 4 respondents (4.43% disagreed).

Table 3: More Active in the Class

Variable Statement	Response option	Frequency	Percentage (%)
The approach made me more active in the class	Agreed	27	30
	Disagreed	3	3.3
	Undecided	-	-
Total		30	30%

Table 3 shows that 27 representing 30% agreed that the approach made them more active in the

class followed by 3 respondents (3.3%) who disagreed with such a view.

Table 4: Attitude toward the subject

Variable Statement	Response option	Frequency	Percentage (%)
Increase my attitude positively toward English and Literature Classes	Agreed	24	26.6
	Disagreed	6	6.6
	Undecided	-	-
Total		30	30%

Table 4 reveals that the majority of the respondents 24 (26.6%) agreed that the approach used in teaching has increased their attitude positively towards English and Literature lessons. This is followed

by 6 (6.6%) of the respondents who were not of the option that the approach has increased their attitude positively towards English and Literature.

Table 5: Scoring of Marks

Variable Statement	Response option	Frequency	Percentage (%)
Made me score higher marks than before	Agreed	22.66	25.18
	Disagreed	5.66	6.29
	Undecided	1.66	1.85
Total		30	30%

Table 5 contains information on the distribution of respondents about the level of scoring marks. From these indications 25.18% agreed, followed by 6.29% who disagreed, while the least, 1.85% are those who were undecided in their response.

Discussion and Implications

The statement in the questionnaire used in this study focused on testing students' attitudes towards the teaching approach. The discussions were based on the findings in the tables. It is obvious as revealed from Tables 1–5, considering the high percentage of the

responses that using ICT and group methods of teaching and learning English and Literature greatly enhanced and increased their involvement in class as well as their interest in the subject. In addition, the report shows that learners could see the relationship that exists between the English language and Literature as their vocabulary increases, in terms of classroom functional language.

The findings of this study collaborate with that of the British Council Organisation workshop held recently online F2F “sprint and stride for the training of English language and Literature teachers programme.” In this programme teachers were made to identify the problems which were categorized into having to teach large numbers of learners in a class (class size) teaching approach/methods/ pedagogies, dealing with multilingualism, lack of opportunities for professional development, and teaching resources. Consequently, some of the solutions identified include using social media to ease the problems like ICT integration in teaching (zoom, WhatsApp, text, voice notes, and broadcast list to mention a few).

RECOMMENDATIONS

According to the data, environmental factors affect the teacher’s methods and learning results due to the imbalance teaching pedagogy, overcrowded class, overuse of mother tongue, lack of resources (material & ICT), and continued professional development. Therefore, because the use of the group method and ICT as indicated by the research helped the students to comprehend the selected topics more, the researchers, therefore, suggest that ICT implementation and group methodology approach be incorporated into the teaching programme.

Effective teaching methods and strategies should be well illustrated by English language facilitators/mentors during workshops/conferences and training sessions with ample and realistic examples of how to do/take English and Literature classes. This is because by “doing” English and Literature information is transformed into knowledge that will be useful to the learner.

Teachers should encourage practicing conversation (group methodology through online teaching/learning) and having dialogues with their peers as this will implement creativity and critical thinking skills. The benefits are more opportunities for language practice, they learn from one another, and encourage collaborative learning.

CONCLUSION

The following conclusions were drawn from the findings of this research. The research revealed that

the use of ICT and group methodology helped in creating in learners a positive attitude toward English and Literature. It also enables them to see that a lot of activities undertaken (such as critical thinking) in class and at home or online have a relationship to the Use of English and Communication. Finally, the study showed that most learners would prefer to be taught English, especially Literature (drama, prose, or fiction) with ICT implementation (mobile phones, zoom, and board room) because it gives them more time and flexibility to express themselves in the language giving feedback.

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