



Awareness and Use of the Internet by Secondary School Teachers in Owerri Municipal: Implications for School Libraries in Imo State

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Abstract

This study examined the awareness and use of internet facilities by secondary school teachers in Owerri Municipal, Imo state. The research design employed is the descriptive survey design. Three research objectives and three research questions were formulated to guide the study. Data collected were analyzed using frequency, tables and simple percentages. Results of the study revealed that ICT facilities are not available in most of the secondary schools covered. It was found out that most of the teachers sampled are not knowledgeable and competent in the use of ICT, thus do not use ICT in teaching. In view of these findings, some recommendations were made to the government.

Keywords: School libraries, internet use, awareness, Secondary School Teachers Owerri

1.1 Introduction

School libraries are integral component of elementary, primary and high school programmes without which students would not succeed academically and invariably find it most difficult to carry out academic research before they reach college level. School library according to Busayo (2011) is an integral part of educational system that cannot be ignored without jeopardizing the quality of education in secondary schools. Oguntimehin and Adeyemi (2004) gave the following as the purpose/objective of the school library:

1. Support the teaching programmes of the school.
2. Guide students on the choice of relevant materials for study.
3. Provision of material resources to enhance academic growth and development.
4. Assist the pupils to develop skills in the use

of books and libraries.

5. Acquire the relevant books and non-book materials to meet the requirement of the school curriculum.

From the above it can be deduced that the school library is of paramount importance in the academic pursuit of the students.

The school library is an inexhaustible store house of unrestricted information resources in diverse formats systematically organized for users. Thus, it cannot be separated from the parent institution and expect all round development of the students. Library users make use of library for different purposes. While some students use it for reading their notes and personal books, others use library to do their assignments. Yet, others visit library to prepare for examination, recreation and relaxation. According to George (2011) school library is very important in shaping students' habit as regard reading for leisure, to pass

examinations and to obtain information on different aspects of life. Ogunbote and Odunewu (2008) cited Kumar (1991) and stated that the performance of students could be improved considerably if they use the library regularly. Students should therefore maximize the use of school libraries to their advantage since school libraries provide conducive environment where they can discover and develop their abilities and talents as well as improving their reading and study skills.

The internet has brought remarkable changes to Nigeria's education landscape because some secondary school teachers are quite capable of using internet to assist them in their daily teaching materials, presentations and homework. The internet is a global system of interconnected computer networks. It is a network of networks that consists of private, public, academic, business and government networks of local to global scope. Internet carries an extensive range of information resources and services such as the inter-linked hypertext documents and application of World Wide Web (WWW), electronic mails, telephony, peer-to-peer networks for file sharing, print publishing, social network and online shopping etc. The internet allows greater flexibility in working hours and location, especially with the spread of unmetered high-speed connections. It can be accessed almost anywhere by numerous means including mobile internet devices, mobile phones, data cards etc. Educational materials for all levels from pre-school to post-doctoral are available from various websites (Oxford Dictionaries, 2016). According to Osuala (2009) technology has the capacity to change the role of teachers and students. Internet as a component is a tool that has immense potentials in encouraging and facilitating teaching and learning in the Nigerian educational sector. Demiblick (2009) observed that in terms of education, it is becoming increasingly feasible to think in

everyday terms about the practical application of learning which rely upon internet. The reason for such a positive outlook of classroom dynamics according to Olatimede (2002) is because with the internet, there are myriad of educational opportunities and resources for the learners to get exposed to. Edna (2013) added that teachers' get a better chance of reaching out to books and journals made available on the internet. A broader interaction is gotten from the outside world through interaction on the internet. This is as a result of the strong thrust initiated by the various state ministries of education that incorporate information technology in school curricular.

1.2 Objectives of the Study

This study is carried out to;

- Ascertain the availability of ICT facilities in secondary schools in Owerri municipal.
- Find out the usage of ICT facilities for teaching by secondary school teachers in Owerri Municipal
- Find out whether secondary school teachers in Owerri municipal have the needed experience and competence in the use of computer for educational purposes.

1.3 Research Questions

The following research questions were formulated for the study:

- How readily available are ICT facilities in secondary schools for the purpose of teaching and learning?
- Do secondary school teachers in Owerri municipal use ICT facilities in teaching?
- Do secondary school teachers in Owerri municipal have the needed experience and competence in the use of computer for educational purposes?

2.1 Review of Related Literature

The use of information and communication Technology (ICT) in education is becoming progressively more widespread in recent times. Adomi and Kpangban (2010) observed that there are developments in the Nigerian education sector which indicate some level of ICT application in secondary schools in Nigeria. According to Olowa (2012) one of the most popular ICT applications is e-learning. With e-learning, one can use available technologies to enhance learning and expand access to education through teaching and learning. Nwana (2012) described e-learning as the wholesome integration of modern telecommunication equipment and ICT resources, particularly internet, into the educational system. Olaniyi (2006) defined e-learning as the convergence of the internet and learning or internet-enabled learning while Leonald (2013) described e-learning as electronic learning. Yusuf (2005) stated that the field of education has been affected by ICTs which have undoubtedly affected teaching and research. However, the change from teacher-centered education system to learner-centered education the world over in the past few years, contributes to the use of ICTs in secondary education.

The integration of computer-mediated communication (CMC) and internet technologies have the potential to support learning. This pragmatic learning can be in the form of providing effective feedback to learners, enabling pair group work, enhancing student achievement, providing access to authentic materials, facilitating greater interaction, individualizing instruction, allowing independence from a single source of information and motivating learners. Therefore, integration of such technology in the classroom can have a positive impact on development of skills and learners attitude in schools (Matthew, Deherly & Lee, 2000).

The emphasis on technology, CMC,

and the internet in classrooms should address teachers' approach to teaching as well as the way learning should move from a teacher-centered to a more student-oriented approach. Nigerian teachers are now experiencing similar change of roles as they begin to integrate internet into their teaching and learning activities. Maor (2003) and Alomari (2009) opined that teachers should take on the roles of researchers and facilitators to engage students to become involved in active, collaborative and constructive learning experiences. However, without teachers to organize the resources and contextualize the learning experiences contained in the curriculum, the power of internet will dissipate and the teaching potential will be lost. Therefore teachers need to engage in more powerful roles that include not only using the technology appropriately, but also finding ways to build in meaning purposely connections and relationships to the larger world and community outside the school building. (McCombs, 2000)

Successful integration of ICT and internet in the school system depends largely on the availability, awareness, competence and the attitude of teachers towards the role of modern technologies in teaching and learning. Research works have shown that most secondary schools have either insufficient or no ICT tools to cater for the ever increasing population of students in the schools and where they are available, they are by implication a matter of out-of-bounds to the students (Chattel, 2002; Cheng, 2003; Chiemekwe, 2004). A survey carried out by Okwori (2011) in Benue state revealed that the teachers used personal collection as their source of information in teaching and most of the technical colleges were not connected to internet.

Fakeye (2010) also found out in a study carried in Ibadan that most of the schools covered in the study do not have computers, hence are not connected to the

internet. He added that those who have computers do not use them for teaching but solely for administrative purposes. In another study by Okwudishu (2005), he found out that the unavailability of some ICT components in schools hampers teacher's use of ICTs. Lack of adequate search skills and access points in the schools were reported as factors inhibiting the use of internet by secondary school teachers (Adomi & Kpangban, 2010). A survey carried out by Cirfat and Longshak (2003) revealed that only one school, out of ten has computer sets and none of the ten schools has internet facility. Ozoji (2003) reported in a study that most secondary schools do not have software for the computer to function. One of the unity schools has five computers against a population of 900 and no internet software was installed. The facilities are grossly inadequate for any meaningful teaching or learning to take place.

In another study carried out by Olatomide (2013), he found out that agricultural teachers in Lagos state did not fully utilized the internet because of barriers related to time factor, accessibility and facilities. Similarly Nwana (2012:34) carried out a study in Anambra state and found out that there was acute shortage of e-learning materials such as on-line/internet connected computers, e-mail facilities etc and that the few available ones were not utilized because the teachers lacked the knowledge and skills of computer application. The study further revealed that the only material identified as available and in use is the telephone. In the same vein, Ugwu and Ohimekpen (2015) equally found out in their study that majority of teachers in the North Eastern state of Yobe were not computer literate and were not aware of e-learning resources. It was found out that a few who were aware were confronted with problems such as lack of internet facilities, poor network, and high cost of e-learning facilities. All these findings revealed that the level of ICT application and learning

penetration in the Nigeria school system is not encouraging.

In the light of the following, this study intend to investigate the awareness and use of internet facilities among secondary school teachers in Owerri Municipal of Imo state, Nigeria

3.1 Methodology

The descriptive survey design was considered appropriate for this study because it involves seeking relevant options from a number of respondents at different locations. The scope of the study is made up of five (5) public secondary schools in Owerri Municipal namely; Federal Government Girls' College, Owerri; Government Secondary School, Owerri; Imo Girls' Secondary School, Owerri; Ikenegbu Girls' Secondary School, Owerri and Emmanuel College, Owerri. The population of this study was made up of fifty (50) teachers from the above mentioned schools that were randomly selected using random sampling. Ten (10) teachers were randomly selected from each of the five schools making a total of fifty (50) teachers. The instrument for data collection is the questionnaire which was designed based on the three research objectives. Out of fifty (50) copies of the questionnaire administered Forty-eight (48) copies were returned giving a response of 96%. Data collected from the study were analyzed using descriptive statistics of frequency counts and simple percentages and tables.

4.1 Presentation of Data and Analysis Section A

Table 1: Sex Distribution of the Respondents

Sex Distribution	Frequency	Percentage %
Female	33	68.7
Male	15	31.3
Total	48	100

Table 1 showed that 68.7% and 31.3% of the respondents were females and males respectively

Table 2: Age of the Respondents

Age	Frequency	Percentage %
21 - 30	6	12.5
31 - 40	20	41.7
41 - 50	22	45.8
Total	48	100

Table 2 above showed that most of the respondents (45.8%) were between the ages 41-50 while 41.7% of the respondents were between the ages 31-40. It could also be seen that 12.5% of the respondents were between the ages of 21-30.

Table 3: Years of Experience of the Respondents

Years of Experience	Frequency	Percentage %
1 - 10	23	48
11 - 20	9	19
21 - 30	12	25
31 and above	4	8
Total	48	100

Table 3 showed 48% and 28% of the respondents had 1-10 and 21-30 years of experience respectively. While 19% and 8% of the respondents indicated 11-20 and 31 and above respectively as years of experience.

Section B

Table 4: Research Question 1: How readily available are ICT facilities in your school for the purpose of teaching and learning?

S/ N	Options	YES	%	No	%
1	There are enough computers in my school.	10	21	38	79
2	My school has educational software for teaching.	9	19	39	81
3	Our computers are connected to the internet	12	25	36	75
4	We have interactive boards in our school.	10	21	38	79
5	There are television set that we use for teaching.	2	4	46	96
6	We have enough printers	3	6	45	94
7	Multimedia facilities are available for teaching.	6	13	42	87
8	We have projectors in our school.	-	-	48	100%

Table 4 above revealed that 79% of the respondents indicated that they do not have enough computers in their schools while 81% of the respondents revealed that there is no educational software for teaching. The table also showed that most (75%) of the respondents were not connected to the internet and similarly 79% of the respondents do not have interactive boards in their schools while 94% of the respondents indicated that they do not have enough printers. Similarly 87% of the respondents indicated that they do not have multimedia facilities. None of the school covered in this study have projectors in their schools.

Section C

Table 5: Research Questions 2 & 3

Do you use ICT in teaching? Do you have needed experience and competence in the use of computer for educational purposes?

Options		Yes	%	No	%
9	I can boot the computer.	37	77	11	23
10	I use the computer to teach my students.	8	17	40	83
11	I use the computer to keep records.	16	33	32	67
12	I use Microsoft Word to type questions and other documents.	19	40	29	60
13	I use Microsoft Excel to teach basic mathematics.	4	8	44	92
14	I use Power Point in presenting my lesson.	1	2	47	98
15	I browse the internet to get materials for teaching.	31	65	17	35
16	I have an e- mail address.	37	77	11	23
17	I can use a search engine such as Google.	30	62.5	18	37.5
18	I can set up a database using Ms access.	12	25	36	75
19	I can use a scanner to copy images.	16	33	32	67
20	I can operate a printer that is connected to the computer	25	52	23	48
21	I can set up a multimedia project.	10	21	38	79

Table 5 above revealed that only 23% of the respondents cannot boot the computer. Although this percentage is small all the teachers should be encourage to be computer literate to an extent. Majority (83%) of the respondents cannot use computer to teach the students while 67% of the respondents noted that they use the computer to keep records. The table also revealed that some(60%) of the respondents indicated that they do not Microsoft word to type questions and other document while majority (92%) of the respondents do not also use Microsoft excel to teach basic mathematics. Similarly majority(98%) of the respondents do not use PowerPoint in presenting their lesson while only 35% of the respondents do not use the internet to get materials for teaching. The table also revealed that only 23% of the respondents do not have e-mail address while most 62.5% of the respondents use a search engine such as goggle to teach. It was also revealed that majority 75% of the respondents

cannot set up a data base using Ms Access. Similarly 67% of the respondents cannot use a scanner to copy images while some 52% of the respondents can operate a printer that is connected to the computer but majority (79%) cannot set up a multimedia project.

5.1 Discussion of Findings

The findings of this study revealed that ICT facilities are not readily available in the schools covered by this study. It shows that most of the schools (75%) are not connected to the internet. Also majority (81%), do not have the relevant educational software required by their students. It was observed that most of the schools do not have interactive boards, enough printers, and projectors and do not use television set for teaching. Only a few (23%) indicated that they have e-mail addresses. This not a welcome development at all. In this modern dispensation they should be encourage to have a vibrant e-mail address so as to compete with their counterparts in other

part of the world. The study revealed that only 62% use search engine such as goggle to teach .Teachers should be able to develop themselves and not depending on Government. There are many educational search engines on the internet which can assist teachers in improving their lesson notes. It can be deduced from the above that most of the teachers lack the requisite knowledge and competence to use ICT to facilitate teaching and learning process due to non-availability of ICT facilities. Thus, Fakeye (2010) and Oyejola (2007) observed that most schools in Nigeria are ill-equipped for the application of ICT. This study concurred with the findings of Nwane (2012) which revealed that there is acute shortage of e-learning materials such as on-line/internet connected computers, e-mail facilities and that the few available ones were not utilized because the teachers lacked the knowledge and skills of computer application.

Conclusion and Recommendations

From the study it could be concluded that ICT facilities are not readily available in the secondary schools covered and the level of utilization of ICT facilities is low. The study revealed that most teachers lack the basic computer skills to use the system and other ICT devices. Based on the findings, the following recommendations are made:

- Government should ensure that the secondary schools in Imo State are equipped with ICT/internet facilities.
- Government should revisit the secondary school curriculum to incorporate the use of computer and ICT-enabled instruction in the teaching and learning process.
- Secondary school teachers should be trained on the use of ICT facilities through attending seminars, computer literacy workshops to keep them abreast of computer and ICT/internet based instruction.

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