



AN INVESTIGATION INTO INTERNET USAGE IN TEACHING AMONG BUSINESS STUDIES TEACHERS IN JUNIOR SECONDARY SCHOOLS IN ONDO EDUCATION ZONE

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Abstract

The purpose of this study was to investigate internet usage in teaching among business studies teachers in secondary schools in Ondo Education Zone of Ondo State. Six research questions guided the study. Two null hypotheses were tested at 0.05 level of significance. A descriptive survey research design was adopted. Eighty two (82) business studies teachers were used as respondents for the study. Questionnaire was the instrument used for data collection. The instrument was validated by experts. Test retest measurement technique was used to determine the reliability of the instrument and its reliability coefficient was 0.94 using Pearson Product Moment Correlation. Mean and standard deviation were used for the analysis of the research questions while t-test was used to test the hypothesis at 0.05 level of significance. The findings of the study revealed that business studies teachers in secondary schools in Ondo education zone are computer literate and use the internet in teaching. Erratic power supply, non availability of internet facility in the school, poor internet connectivity and poor economic situation were the major challenges faced in the use of internet in teaching. The hypotheses tested revealed significant difference in the mean ratings of male and female junior secondary schools business studies teachers on internet usage in teaching and in the mean ratings of private and public junior secondary schools business studies teachers on internet usage in teaching. It was therefore recommended that efforts should be made to train business studies teachers on how to effectively use the computer and the internet in the teaching and learning processes. Government should improve funding for computer and internet services to schools.

Keywords: *Internet, Teaching, Business Studies, Secondary Schools*

Introduction

It is universally acknowledged that Information and Communication Technology (ICT) is growing at a rapid pace with emerging technologies continuing to develop.



The emergence of technologies has brought about revolution in all facets of human endeavour. ICTs can be grouped into three categories such as information technology using computers, telecommunication technology (telephone, radio and television) and networking technologies (internet) (Bessant, 2009; Igbinedion & Edeh, 2014).

The internet is a global collection of many computers and computer networks that are linked together. It enables individual's organization, companies, libraries and government to share information across the world. The Internet which is an integral aspect of the Information and Communication Technology (ICT) has provided a rich global resource and collaborative environment for dissemination of knowledge and information. It is becoming an indispensable tool for quality teaching and learning in an academic setting. Its impact on education has been massive, thereby engendering such terms like e-teaching, e-learning, virtual teaching/learning, e-training, and so forth, all developed around internet application in the field of education.

According to Agomuo (2005), the Internet, sometimes called simply “the net” is a world-wide system of computer networks a network of networks in which users at one computer can, if they have permission, get information from any other computer (and sometimes talk directly to the users at other computers). The internet is at once a world-wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location. In Africa and Nigeria in particular, teachers and students occupy the forefront when it comes to using the internet and studying internet use among teachers particularly business studies teachers can yield insight into the future online trends.

The internet holds great potentials in education. It can innovate the school/education system and make it more productive and efficient. In teaching, first, the Internet can be used to stimulate learners to learn actively and independently in a self directed way and/or in collaboration with others. Second, teaching/learning materials (syllabi, course outline, lecture notes, seminars, among others.) can be provided for students on-line. Third, it encourages the democratization of education, that is, access to education by all. Every learner (able/disabled, adult/young, employed, and so on.) has access to education, anywhere (home, school, offices, and so on), any time (24 hours/day and seven day/week). Easy communication between teacher-student and student-student on teaching content is also possible. Furthermore, Go, Kirschner and Woperies in Igbinedion and Edeh (2014) stated that instructional



content can be gotten by a teacher through the internet and it provides opportunities for sophisticated repertoire of teaching strategies. The relevance for teaching are not exhaustive but a teacher's ability will determine how efficiently the internet can be exploited to enhance teaching.

Secondary education is the education children receive after primary education and before the tertiary stage. The broad goals of secondary education is to prepare the individual for; useful living within the society; and higher education (Federal Republic of Nigeria, FRN, 2013). It is divided into senior and junior secondary schools (SSS and JSS). Junior secondary school is the first stage of secondary education which has three years duration. The junior secondary education is the level of school where pupils who have completed six years of primary education are admitted to continue their education and where the introductory aspects of most subjects are taught. The JSS curriculum is generally grouped into three namely core subjects, prevocational electives and non-prevocational electives (FRN, 2013). The prevocational electives include Music, Local Crafts, Computer Education and Business Studies.

Business Studies consists of learning activities in relation to shorthand, commerce, keyboarding, office practice, book keeping and computer education (Ehimetalor, Osu-Nwufo, Makeri-Yahaya & Oladunjoye, 2009). Business studies in the context of this study is a subject at the junior secondary school to enable students acquire basic skills in office practice, shorthand, commerce, book keeping, keyboarding and computer education. The junior secondary school business studies curriculum of Federal Ministry of Education (2007) has the followings at its objectives:

- To provide basic business skills for personal use now and in the future.
- To prepare students for further training in business studies.
- To relate the knowledge and skills to national economy.
- To develop basic skills in office practice.
- To provide the orientation and basic skills with which to start an occupation for those who may not have the opportunity to further their training beyond junior secondary school.

Teaching in the view of Filani (2010) is a systematic process of imparting desirable knowledge, values, attitude and skills to the learner. Teaching involves a series of activities geared towards helping students “learn how to learn”. Effective teaching is a systematic, rational and organized process of translating knowledge, skills, attitude



and values in accordance with certain professional principles. From the above definitions, it can be seen that teaching involves a teacher, learner(s), learning/teaching materials, learning activities and effective communication between teacher and learner. The goal of teaching is to bring about desired learning in the students. Teaching in the present times has gone beyond the traditional classroom settings and becomes technological. Hence, it is expected that business studies teachers should adjust to the use of internet in teaching their subjects. The internet can help the business studies teachers to prepare their students for two of the major fields of endeavour known to mankind, the teaching profession and the business world.

Statement of the Problem

The importance of networking technologies (internet) in all facets of human endeavour can not be over emphasized. In educational institutions, it has increasingly become a valuable asset in teaching and learning. Its role in information handling, packaging, storing, retrieval and dissemination is at the root of any meaningful academic enterprise all over the world, particularly in the west. In these countries, the internet has transformed the conduct of research and teaching in academic institutions by allowing teachers a wide range of opportunities for accessing accurate and timely information among others. The internet and its technology continue to have a profound effect in promoting the sharing of information especially in academic world.

Despite the benefits of the internet, a cursory look at secondary schools in Nigeria shows that teaching is still being heavily done on reliance on textbooks and conventional methods of teaching. Students are therefore not exposed to recent mind probing information. Such information will challenge students to be more risk taking and develop intellectually. The outcome of conventional textbook dependence may have led to the continued poor performance of students in external examinations. In view of its immense benefits, any teacher that relegates the use of the internet to the background is bound to be irrelevant in this era of global digital transformation. It becomes imperative to determine if business studies teachers in secondary schools use the internet in assisting teaching.

Research Questions

The following questions guided the study:

What is the level of computer literacy of business studies teachers in junior secondary schools?



What is the extent to which business studies teachers in junior secondary schools access and use the internet?

What are the reasons for which business studies teachers in junior secondary schools use the internet?

What is the influence of the internet on their teaching?

What are the challenges faced in the use of internet in teaching?

Hypotheses

The following null hypotheses were tested for the purpose of the study.

There is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching in Ondo Education Zone.

There is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching in Ondo Education Zone.

Methods

The descriptive survey research design was adopted for the study. The population of the study consisted of all the 82 business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State. There was no sampling since the population size was manageable. A structured questionnaire titled "Investigation into Internet Usage in Teaching among Business Studies Teachers (IIUTBST)" was the instrument for data collection. The instrument was structured on a 4 point rating scale of Strongly Agree, Agree, Disagree, Strongly Disagree; Very Often, Often, Rarely, Not at all with assigned weighted values of 4, 3, 2 and 1 respectively. The instrument was validated by experts in the Faculty of Education, University of Benin. Test retest measurement technique was used to determine the reliability of the instrument and reliability coefficient of 0.94 was obtained using Pearson Product Moment Correlation. Mean rating was used to analyze data related to the research questions. A criterion mean of 2.50 was used while t-test statistic was used to test the hypothesis at 0.05 level of significance.

Results

Research Question 1

What is level of computer literacy of business studies teachers in junior secondary schools?

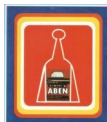


Table 1: Respondents Mean Rating on the level of Computer Literacy of Business Studies Teachers in Junior Secondary Schools

S/N	Items	Mean	SD	Remark
1.	I have adequate knowledge and skills in the operation of computer.	3.86	0.74	Agree
2.	I have adequate knowledge of e-learning.	2.69	0.63	Agree
3.	I found it difficult to use search engines for internet browsing.	1.30	0.78	Disagree
4.	My knowledge of internet use is adequate enough to teach students.	2.74	0.81	Agree
5.	I cannot adequately use email to deliver notes.	1.62	0.870	Disagree

Source: Field Survey, 2019

The data presented in Table 1 show that the mean of three items are greater than the mean of 2.50 while the mean of two items are less than 2.50. The result showed that Business studies teachers in junior secondary schools in Ondo Education Zone have adequate knowledge and skills in the operation of computer that are necessary for internet use.

Research Question 2

What is the extent to which business studies teachers in junior secondary schools use the internet?

Table 2: Respondents' Mean Rating of the Extent to which Business Studies Teachers in Junior Secondary Schools Use the Internet in Teaching

S/N	Items	Mean	SD	Remark
1.	I often use internet in teaching.	2.30	0.87	Rarely
2.	I often have access to internet services.	2.44	0.81	Rarely
3.	I often give assignment to students that will require browsing on the internet.	1.85	0.76	Rarely

Source: Field Survey, 2019

The data presented in Table 2 show that the mean of each of the three items is less than 2.50. The result shows that business studies teachers in junior secondary schools in Ondo Education Zone rarely have access to internet services, therefore they rarely use it in teaching and giving assignment to students that will require browsing on the internet.

Research Question 3

What are the reasons for which business studies teachers in junior secondary schools use the internet?

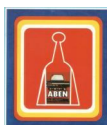


Table 3: Respondents' Mean Rating on the Reasons for which Business Studies Teachers in Junior Secondary Schools Use the Internet

S/N	Items	Mean	SD	Remark
1.	I use internet mainly for teaching.	1.89	0.64	Disagree
2.	I use internet for communication.	3.35	0.86	Agree
3.	I use internet to carryout research	3.27	0.69	Agree
4.	I use internet for entertainment.	2.57	0.78	Disagree
5.	I use internet because it provides adequate information.	3.58	0.65	Agree

Source: Field Survey, 2019

The data presented in Table 3 show that the mean for item 1 is below 2.50 while the mean of each of the other four items is above 2.50. The result shows that business studies teachers use internet for communication, research, entertainment and sourcing for information but they do not use internet for teaching.

Research Question 4

What is the influence of the internet on their teaching?

Table 4: Respondents' Mean Rating of the Influence of the Internet on Teaching

S/N	Items	Mean	SD	Remark
1.	Improves lesson plans.	2.62	0.87	Agree
2.	Improves professional competence in teaching.	3.23	0.77	Agree
3.	Increases knowledge.	3.51	0.59	Agree
4.	Facilitates class discussion.	2.94	0.71	Agree
5.	Expedites the research process.	3.18	0.49	Agree
6.	Use of conventional document decreased.	2.91	0.98	Agree
7.	Use of conventional teaching method decreased.	2.77	0.83	Agree
8.	Facilitates collaboration.	3.09	0.71	Agree

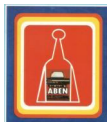
Source: Field Survey, 2019

The data presented in Table 4 show that the mean of each of the eight items is greater than 2.50. The result shows that internet has influence on the teaching of business studies teachers in junior secondary schools in Ondo Education Zone. The influence of internet on teaching is above average.

Research Question 5

What are the challenges faced in the use of internet in teaching?

Table 5: Respondents' Mean Rating of the Challenges Faced in the Use of Internet in Teaching



S/N	Items	Mean	SD	Remark
1.	Non-availability of internet facility in the school.	3.30	0.98	Agree
2.	Poor internet connectivity.	3.21	0.78	Agree
3.	Erratic power supply.	3.31	0.86	Agree
4.	Poor attitude of teachers towards internet usage.	2.43	0.82	Disagree
5.	Poor economic situation.	2.79	0.74	Agree
6.	Misinformation on the internet.	2.28	0.91	Disagree

Source: Field Survey, 2019.

The data presented in Table 5 show that the mean of four items were above 2.50 while the mean of two items were below 2.50. The result showed that non-availability of internet facility in the school, poor internet connectivity, erratic power supply and poor economic situation were the challenges faced in the use of internet in teaching among business studies teachers in junior secondary schools in Ondo Education Zone and disagree with poor attitude of teachers and misinformation on the internet as challenges faced in the use of internet.

Test of Hypotheses

The two formulated null hypotheses were tested at 0.05 level of significance using t-test and the results are presented.

Hypothesis 1: There is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching.

Table 6: T-test Summary of Significant Difference in the Mean Rating of Male and Female Junior Secondary Schools Business Studies Teachers on Internet Usage in Teaching.

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Male	32	14.61	2.97	80	-6.374	1.96	Significant
Female	50	10.62	2.52				

The data in Table 6 show that t-cal (-6.374) is greater than t-table () at 0.05 level of significance. Therefore, the null hypothesis which states that “there is no significant difference in the mean rating of male and female junior secondary schools business studies teachers on internet usage in teaching.” is rejected. The mean score of the male business studies teachers (14.61) is higher than mean score of the female business studies teachers (10.62) establishing that male business studies teachers use internet more than their female counterpart.



Hypothesis 2: There is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching.

Table 7: *T-test Summary of Significant Difference in the Mean Rating of Public and Private Junior Secondary Schools Business Studies Teachers on Internet Usage in Teaching.*

Variables	N	Mean	SD	Df	t-cal	t-table	Decision
Private	29	7.26	2.087	80	-6.986	1.96	Significant
Public	53	4.83	1.365				

The data in Table 7 show that t-cal (-6.986) is greater than t-table (at 0.05 level of significance). Therefore the null hypothesis which states that “there is no significant difference in the mean rating of private and public junior secondary schools business studies teachers on internet usage in teaching” is rejected. The mean score of the business studies teachers in private schools (7.26) is greater than the mean score of public schools (4.83) establishing that business studies teachers in private schools use the internet more than their counterparts in public schools.

Discussion of Findings

The findings of the study showed that business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State have adequate knowledge and skills in the operation of computer and e-learning. The result revealed that business studies teachers in junior secondary schools are computer literate. The findings agreed with Igbinedion and Edeh (2014) who reported that business studies teachers possess the knowledge of computer that are necessary for internet use.

The findings of the study showed that business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State rarely have access to internet services, therefore rarely use it in teaching and giving assignments to students. The finding agreed with Joel-Ikokoh (2009) and Igbinedion and Edeh (2014) who identified lack of internet access as one of the constraints in its use for teaching and learning.

The findings of the study showed that internet is not mainly used for teaching by business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State but used internet for communication, research, entertainment and sourcing for information. The findings agreed with Odunlade (2008) who reported that majority of internet users use it for communication, entertainment, research and searching for adequate and current information.



The results of the study revealed that the respondents agreed that internet has influence on the teaching of business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State. It showed that the teachers perceive that the internet improves lesson plans, improves professional competence in teaching, increases knowledge, facilitates class discussion, expedites the research process, use of conventional document/teaching method decreased and facilitates collaboration. The findings agreed with Adetimirin (2009), Igbinedion and Edeh (2014) and Owolabi and Agboola (2010) who reported that internet has influence on teaching and learning.

The findings showed that erratic power supply, non-availability of internet facility in the school, poor internet connectivity and poor economic situation were agreed to be the major challenges faced in the use of internet and disagreed with poor attitudes of teachers and misinformation on the internet as challenges faced in the use of internet. The findings agreed with Adetimirin (2009), Igbinedion and Edeh (2014) and Owolabi and Agboola (2010) who reported that challenges to internet usage include inadequate computers, lack of internet facilities in schools, poor power supply and so on.

Conclusion

Based on the findings of this study, it is concluded that most business studies teachers in junior secondary schools in Ondo Education Zone of Ondo State possess the knowledge of computer that are necessary for internet use, know the purposes to which the internet can be deployed including teaching, but rarely use the internet in the teaching and learning process due to some constraints and challenges discussed. Therefore, it is imperative for business studies teachers to use the internet in the teaching and learning process to improve professional competence, facilitate class discussion and collaboration among other usefulness.

Recommendations

Consequent upon the findings of the study, the following recommendations are made:

Academic workshops should be planned for business studies teachers from time to time where they are given basic and practical training on how to effectively use the computer and the internet for teaching.

The government and proprietors should improve funding in order to provide computer and internet services to the schools so that teachers can have access and use the internet..



The business studies teachers should allocate quality time for practical sessions on the computer and internet to ensure that the students have adequate hands-on experience while in school.

Power supply should be improved in the country by the government so as to ensure constant power supply for internet and other services.

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