

ASSESSMENT OF J.S.S III STUDENTS' USAGE AND AVAILABILITY OF INTERNET MEDIA FACILITIES IN KATSINA STATE: PROBLEMS AND PROSPECTS

¹ASIYA ALIYU MASHI, ²AHMAD TIJJANI IBRAHIM (PhD)

¹SCHOOL OF EARLY CHILDHOOD CARE AND PRIMARY EDUCATION,
ISA KAITA COLLEGE OF EDUCATION DUTSINMA, KATSINA
Ssabubakar22@gmail.com

²SCHOOL OF ADULT, NON-FORMAL AND SPECIAL EDUCATION
FEDERAL COLLEGE OF EDUCATION, KATSINA.

Abstract: This study assessed students' usage and availability of internet media facilities in schools in Katsina state: the problems and prospects. The population of the study comprised six secondary schools in Katsina State. 380 respondents were participated, 63 students were selected randomly from each six secondary schools in the state for this study. A self—designed questionnaire titled as Questionnaire on Students Assessment of internet media facilities (QSAIMF,) with $r=0.744$ Cronbach alpha was used to gathered data on the study. Data collected were analyzed using chi-square, t-test, and frequency count and percentage scores. The result indicated that students are making use of internet media facilities and services in the secondary schools. Furthermore, the results also indicated that some problems were affecting the effective utilization of internet media facilities in secondary schools. Based on these findings recommendations were made for computer training for J.S.S. III students for effective utilization of internet media facilities in the schools.

Keywords: Assessed, Availability, Internet Media Facilities, Problems and Prospects.

1. INTRODUCTION

The use of Internet media facilities in secondary school education programs is gaining momentum and interest throughout the world. New technology has brought significant changes in education (Bates, 2005). The influence of interne media has permeated every aspect of human life and endeavour (Olagunju, 2010). The teaching and learning process has been dramatically altered by the convergence of a variety of technological, instructional, and pedagogical developments in recent times (Marina, 2001 & Smith, 2002). Kageni, Smith & Clint (2010) concurred that technology is challenging the boundaries of the educational structures that have traditionally facilitated and supported learning. Recent advances especially in the area of internet media facilities have heralded the development and implementation of newand innovative teaching and learning process.

This interest in the use of internet media facilities is associated with the striking developments in computing software and hardware, phenomenal growth of the internet, the standards movement n assessment in general and teachers' professional standards in particular. When information and communication technology assume drifts away from the orthodox verbal and print media, towards the more recent electronic media then the concept is known as internet. Internet media is the combination of networks connectivity. hardware and software as well as the means of communication, collaboration and

engagement that enable the processing, management and exchange of data, information and knowledge. According to Ezekoka (2007) it is a means of accessing or receiving, storing, transferring, processing and sending ideas, perception or information through computers and other telecommunication facilities. Internet media are electrolyses technologies used for accessing, processing, gathering, manipulating and presenting or communicating in formation.

Olonikawu (2008) remarked that education relies heavily on the ways of generating an disseminating knowledge and this is exactly what internet media is specializes in for this reason, it is not difficult to imagine that our learning experience will never be the same in a mature information society in both quantitative and qualitative perspective. Internet media facilities enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in better ways. These new ways of teaching and learning are underpinned by constructivist theories of learning and constitute a shift from a teacher-centred pedagogy and or rote learning to one that is learner-centred. The shift from teacher- centred, didactic pedagogy to student-centred constructivist pedagogy has redefined the meaning of learning (Education-Wikipedia, 2010). Most teachers' preparation courses on integrating internet media into classroom have shifted their focus from equipping students with technical skills to activities that were informed by constructivist learning theories and instructional methods (Lee, Teo, Chai. Choy.Tan&Seah.2(107).

The introduction of internet media facilities into secondary schools has had an impact on students in terms of their overall workload, including planning, lesson preparation and other extracurricular activity of their role, as well as on the ways in which these are co-ordinated and managed within the school and wider educational context. The provision of improved connectivity amongst other developments, in secondary school education has allowed students to take advantage of online access to resources and advice. As result of improved confidence and access to resources and advice at convenient times, students have greater control over the planning, preparation and content of their lectures. Holmes & Gardner (2006) identified new role of the students on the basis that e-learning requires different types of engagement by learners which they categories in a framework of key practices or skills such as searching and selecting: exploring; testing hypotheses or trying out ideas; collaborating and discussing; and creating new knowledge and making it available to others s in the form of learning object.

In secondary school, there are proven benefits to integrating internet media facilities with training programmes for the students themselves in order to ensure that they have the opportunity to gain an understanding of the support that internet media facilities can provide in enhancing learning and teaching processes, as well as in the wider aspects of the students' role (Becta, 2007). The use of internet media facilities to support students in J.S.S secondary school training has also shown considerable benefits. Students appear to find the internet media environment a comfortable one and enjoy the opportunity for reflection and peer discussions (Clarke, 2002). Students in secondary schools are therefore gaining experience of interacting with internet media as learners, giving them an appreciation of difficulties in mastering new technologies and software, experiences that will have relevance in future teaching and learning process (Barton & Haydn, 2004).

Research Questions

The study was guided by the following research questions.

1. Are students making use of internet media facilities for their study?
2. What are the problems to the use of internet media facilities in the school?
3. What are the internet media facilities enjoying by the students in the school?

2. METHODOLOGY

Descriptive survey design was adopted in the study to assess the extent at which the students in the secondary school education making use of school internet media facilities in J.S.S.III secondary school students in Katsina State. The sample comprised of 380 J.S.S.III students. 63 students were selected randomly from each six schools in the State. The instrument used for data collection was a researcher-designed questionnaire. The validity of the instrument was determined by experts in educational technology, statistician and the reliability coefficients used was a cronbach alpha measure of 0.744 was obtained as reliability index.

The instrument had three sections. Section A contained questions on bio-data of the respondent while section B had eight items which 1, 2, 3, and 4 focus on the usage of the internet media facilities and items 5, 6, 7, and 8 were on problems

facing by students in the use of internet media facilities. Then also, section C designed for internet media services that should be available in any school building. The questionnaires were administered with the help of research assistants' general representative of each school. The questionnaire was analyzed used chi-square, frequency count and simple percentage.

3. RESULTS

The research questions were answered and results of the analysis are presented as follows.

Table 1: Percentage (%) of Respondents' on Students' Usage of ICT Facilities in the College.

S/N	ITEM	AGREE	%	DISAGREE	%
1.	I am aware that college has ICT facilities	217	86.8	33	13.2
2.	I often use college ICT facilities for my academic programme.	121	48.0	129	51.0
3.	I used ICT facilities in the college to complete my final year project.	106	42.4	144	57.6
4.	I make use of college ICT to send e-mail to my friends in other institutions and download information for my assignment.	129	51.6	121	48.4

Research Question 1: Are students making use of internet media facilities for their study?

Table 1: showed that students make use of internet media facilities in the school because the percentages of respondents that agreed in all the items are more than that of respondents that disagreed. This is an indication that students in the school make use of internet media facilities provided by the school management.

Table 2: Percentage (%) of Respondents' on Problems facing the Students' Usage of internet media Facilities in the school.

S/N	ITEM	AGREE	%	DISAGREE	%
1.	Computers in the ICT building are enough for students to use.	196	78.4	54	21.6
2.	The Internet service especially Server is very fast.	115	46.0	135	54.0
3.	There is lack of computer skills among the students using college ICT facilities.	178	71.2	72	28.8
4.	Epileptic power supply of electricity affect adequate use of ICT facilities in the college.	191	76.4	59	23.6

Research Question 2: What are the problems to the use of internet media facilities in the school?

In the table 2, respondents identified item 6 (i.e. Internet service) because respondents disagreed (54.0%) with the statement, item 7 (lack of computer skills among the students) because respondents agreed (71.2%) with the statement and item 8 (Power supply of electricity) because respondents agreed (76.4%) with the statement. They identified them as the problems encounter by the students in the use of internet media facilities in the school. But they also agreed (78.4%) that there is enough computers system for students to use in the internet media centre

Table 3: Percentage (%) of Respondents on Availability of internet media Services in the school Centre

S/N	ITEM	Available	%	Not Available	%	Don't Know	%
1	Internet services for academic Purpose	217	86.8	5	2.0	28	11.2
2	Printing and Photocopy of document Services	201	80.0	18	7.2	31	12.4
3	Uploading and Downloading information service	174	69.9	48	19.2	28	11.2
4	Storing of data into storage devices	197	78.8	10	4.0	43	17.2
5	Technical service	183	73.2	6	2.4	61	24.4

Research Question 3: What are the internet media services enjoying by the students in the school?

In table 3.it is indicated internet media facilities provide all the services listed in the table. The percentage of respondents in all the list of services in the table affirmed that the services are available in the centre.

4. DISCUSSION OF THE FINDINGS

The finding in the table I revealed vividly that the respondent. Students are making use of internet media facilities available in the school. Internet media facilities remained more widely used for learning and independent learning than for conventional delivery. An adequate level of access is use of internet media infrastructure by the students in the school is the foundation of a school's ability to deliver c-learning effectively. The study revealed in the table two that there are problems encountered by the students in effective use of internet media facilities in the school. The problems of slow Internet service, lack of computer skills among the students and power supply of electricity and this affirmed the findings of Esharenana and Emperor (2010). In their findings they identified frequent electricity interruption, poor internet media policy/project implementation strategy and inadequate internet media manpower in the school.

The table three revealed the availability of internet services in the school's internet centre, with the result in the table has shown that all the internet services listed are available. The improvement in the provision of internet media services to the staff and students in the college have been contributed to the students' patronage to school internet media centre and have also amounted to the assessment of usage and availability in the school.

5. CONCLUSION AND RECOMMENDATIONS

This study has shown that the students have aware the significance of internet media services to their learning and they are making use of them. The lecturers are therefore encouraged to further given their students assignments or projects that require the use of internet facilities. The students should be trained on how to use computer to facilitate in the use internet media facilities in order to enhance their study. There is an expectation that contemporary teacher education programmes prepare graduates to use internet effectively as an integral dimension of their teaching and their students' learning. However, the widespread acceptance of assertions such as the following should be encouraged:

- Students and teachers should be provided with adequate and appropriate internet media facilities.
- There should be internet in education standards for students, teachers, and school administrators.
- Students should receive adequate and appropriate education in the use of internet media facilities.

- Curriculum content, instructional processes and student assessment should reflect appropriate use of internet media facilities that is thoroughly integrated throughout the curriculum.

REFERENCES

- [1] Baiton, R. & Haydn, I. (2004), Trainee teachers and impact learning. A study of trainees' views on what helps them to use ICT effectively in their subject teaching. HERA Annual conference. University of Manchester, 16-18 September 2004. <http://www.leeds.ac.uk/col/docurngnts/00003808.htm>.
- [2] Bates, A.W. (2005), Technology e-learning and distance education. 2ed. Routledge 13 (2), 121-125.
- [3] British Educational Communications and Technology Agency. Becta (2007), The impact of ICT in schools: A landscape review. Retrieved June 10, 2010. <http://www.becta.org.uk>
- [4] Clarke, L. (2002). Putting the 'C' in [C]T: Using computer conference to foster a community of practice among student teachers, *Journal of Information Technology for Teacher Education*. II (2) 163-9.
- [5] Education Wikipedia, (2010), Free online article. Retrieved on 27th June, 2011, from www.education-wikipedia.com.
- [6] Ezekoka, G. K. (2008). The impact of ICT in teaching and learning in tertiary institutions in Imo State. A paper presented at the 29th NAEMT (2008) international conference and workshop, Lagos State university, Ojo, Lagos State.
- [7] Kegeni, N., Smith, R. & Clint, I. (2010), Assessing students' attitudes towards Web-based learning resources. Retrieved on 16th July, 2010 from <http://www.leeds.ac.uk/col/docurngnts/00003808.htm>
- [8] Lee, C. B., Teo, T., Chat, C. S., Tan, A., & Seah, J. (2007), Closing the gap: Pre-service teachers' perceptions of an ICT based, student centred learning curriculum.
- [9] Marina, S. T. (2001), Facing the challenges, getting the right way with distance learning. *Ed at a Distance*, 15(30), 1-8. Retrieved on 16th July, 2010, from
- [10] Olagunju, A. M. (2010). Sustainable reforms in teacher education in Nigeria. A lead paper presented at the first National Conference of Emmanuel Alayande College of Education, Oyo.
- [11] Smith, R. (2002), Successfully incorporating Internet content and advanced presentation technology into collegiate courses: Lessons, methodology, and demonstration. Unpublished manuscript, Massachusetts Maritime Academy.