AVAILABILITY AND USE OF INTERNET FACILITIES IN PRIVATE SECONDARY SCHOOLS LIBRARIES IN SABON GARI, KADUNA STATE

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Abstract

The study investigates the extent of availability and use of internet facilities in three private secondary schools in Sabon Gari, Kaduna state. Three research question and descriptive survey design was adopted. The research used questionnaire as the data collection instrument. The analysis of the seventy-five (75) returned copies of the questionnaire shows that internet facilities are available, level of use and satisfaction is high in the three private secondary schools. The study also revealed that lack of fund constitutes a bottle neck to the provision of internet facilities in the private schools in Sabon Gari. It was recommended that all the types of internet facilities available should be sustained. The school management should also make adequate provision of funds for the school library for the acquisition of internet facilities in the library and also employ qualified librarians to manage their libraries.

Introduction

Information and Communication Technology (ICT) has been found to be very supportive to so many educational environments and professions as it generates the ease with which activities are taken out. The information environment has changed rapidly in recent times with new advances in technology to smooth the progress of easy accessibility to information by various users. The internet according to Olatokun (2008) is a universal

network of computers linked together over large distances. It came into existence by the American military as revenue of statement and has been in occurring since 1950s.

Globally, the internet opens eternal fresh likelihood for students. In reality, it gave a very open move toward education where students are no longer wholly relying on their teachers or textbooks as their only way to obtain for information. With the available of internet on board, students are no longer restricted to what it is in the school library, or do they have to wait for the onset of new books to school library. According to the Pew Internet & American Life Project (2005), internet use is a nail of college students' educational occurrence as they use it to exchange a few words with professors and classmates and to access library materials. For most of them it is a purposeful tool, one that has deeply changed the way they relay with others and with information as they progress in their studies. Thus, the internet broadens students' horizons outside their local restrictions (of home and region schools) and makes an environment in which the blow may be immeasurable.

The field of secondary school education has been affected by internet availability and access, which has been unquestioned affected teaching, learning, and explores (Yusuf, 2005). Education is an essential human process; a matter of values and action. The gather of technologies called the "Internet" has the aptitude to complete, underline, and to elevate the educational process (Simond, 2008). It takes the focal point of education from the institution to the student. The internet has come to make a friend, dwell with, and live advance away, both, the teacher and the student. The amount of Internet use and world inhabitants' figures for March 31, 2011 showed that 5.7% of the population in Africa uses the internet which is the second buck in the world, while Asia statistics showed the peak with 44% of internet use (Internet World Stats, 2011). In the later part of 2008, an estimated 100% of US public schools had one or more instructional computers with internet access and the share of students to instructional computers with internet access was 3.1: 1. Ninety-seven percent of schools had one or more instructional computers located in classrooms (excluding laptops on carts) and 58% of schools had laptops on carts (U.S. Department of Education, National Center for Education Statistics, 2010). While in Nigeria, very few schools can pride themselves on the act of using internet in the teaching/learning process. Research by Ukpebor (2010) revelations of the scrutiny about the level of internet right to use in schools is very poor. This is because many of the schools studied do not have access to the internet and while very little that does; do not frequently allow the students to have access to the technology.

This research would supply solutions to some problems bedeviling students in internet access, information recovery, and variety of sites that will promote them

academically, socially and with integrity.

Statement of the Problem

The Millennium Development Goals (MDGs) and the alteration agenda of the Nigerian government positioned a first-rate on education as an essential tool towards the nervousness of the objectives of these two developmental programmers'. The point of secondary education within the three levels of Nigerian educational arrangement as the bridge between central and tertiary education, and the standard shift in the carrying out of Unified Tertiary Matriculation Examination (UTME) from the manual-based to computer-based makes it highly crucial that teaching methodologies at this level are supported by correct e-learning technologies such as the internet for valuable teaching and learning in Senior Secondary Schools in Nigeria for global competitiveness in education and other sectors of the cost-cutting measure.

The present trend in the conduct of university examinations (Post Unified Tertiary Matriculation Examination and internal examinations) is computer-based (Alabi, Issa & Oyekunle, 2012). This trend calls for competence in Information and Communication Technology (ICT) tools for students who are looking forward to be admitted into tertiary institutions. It comes into the curricular direction of secondary school alumnae that does not tolerably cater for this ICT proficiency, in that way affecting their conduct in such examinations. This scantiness capacity have stemmed from adequacy in available and accessible ICT equipment that would lead to their utilization. This study, therefore, examined the availability and use of internet facilities by three private secondary schools in Sabon Gari Kaduna State.

Research Questions

The following research questions were formulated for the purpose of this study:

1. What are the types of Internet facilities available in the private secondary schools libraries selected for the study in Sabon Gari?
2. What is the level of use of the internet facilities in the private secondary schools libraries selected in Sabon Gari?
3. What is the level of satisfaction derived by the teachers in using internet facilities in private secondary schools libraries in Sabon Gari?
4. What are the factors affecting the availability and use of the internet facilities in private secondary schools libraries in Sabon Gari?

Literature Review

Internet facilities available for secondary school libraries

In Nigeria, the deployment of networking technology into the education environment has been limited to date. Yet, it is in this environment that perhaps the most striking developments can be undertaken and the essential basic groundwork laid for the longer-term productive integration of information technologies in our society.

Accordingly, there is much that must be done to ensure that the opportunities these technologies offer to the classroom and the children are optimized. The internet computer–based worldwide information network have had enormous impact on information seekers, as it offers a wealth of opportunities to improve access to information resources in support of both "traditional" on – campus instruction and distance-independent learning, (Christopher and Maria 2012). In the last few years, in the foreign scene, internet connectivity in schools has grown by leaps and bounds, but some schools are just starting from the scratch especially, here in Nigeria.

Internet has become a useful tool for school assignments; Students and teachers trust and have confidence that internet is a good educational tool. Students and teachers need more direction and training in the use of Internet. Since the bulk of the schools claimed to have computer systems, it is highly imperative that these systems are connected to the internet such that internet is a good educational tool. Students and teachers need more direction and training in the use of Internet. Teachers need to incorporate the use of Internet sites in classroom assignments. Since the bulk of the schools claimed to have computer systems, it is highly imperative that these systems are connected to the internet such that students and teachers can have access to it. Christopher and Maria (2012), stated that within a few short years, the Internet has reached many areas of activity, often acting as an agent of profound change. Much of the revolution of the internet has occurred in the university and research environments, but more recently, it has entered a larger public arena. It is now making major inroads into elementary and secondary school environments and creating a new model for classrooms across the globe

Use of Internet Facilities by Secondary School libraries

Various internet facilities are used in teaching and learning process in secondary/technical colleges. For this research, as an example, Computer Aided Instruction (CAI) was used as an example of ICT tools used in teaching. Computer Aided Instruction (CAI) is a self-learning technique, usually offline/online, involving integration of the student with programmed instructional materials. It's an interactive instruction technique where a computer is used to present the instructional material and monitor the learning that takes place. Opportunities provided by CAI in the classroom are in the area of drill and practice, tutorials, simulations, demonstrations, designing, data collection and retrieval, analysis of games, which are essential competences for technical teachers.

As technology improves, educational capability increases correspondingly. The emergence of inexpensive computer technology and mass storage media, including optical video disc, compact disc, has given instructional technologist (teachers) better tool with which to work. Computer compact disc and

flash memory are used to store large amount of information (data), such as encyclopedias or motion pictures. A teacher who is interested in a particular topic say semi-conductor devices, can first scan an electronic encyclopedia, and then view at the touch of a button. All these can be achieved through the use of Computer Aided Instruction.

Rating the use of available Internet facilities by Secondary Schools

Over the years, so much has been discussed on the Internet, its use and application. Its dynamism requires that humans continue to upgrade and improve their knowledge of it. The latest information is available on the internet and can be accessed from anywhere in the world. Despite the importance of this resource in education, availability of it is not yet much felt in Nigerian Educational sector. In developed countries like the United States of America (USA) and Britain, cyber education has been given. Intensive moves have been made in Africa to pledge Internet Connectivity and technology training. These programmes linked institutions around the world for better educational standard (UNESCO, 2013).

Secondary school teachers' professional development in Nigeria has been in Arithmetical progression while that of the teachers in advanced countries are in geometrical progression. The reason is not hidden. According to Anao (2003), affirmed that the majority of teachers in higher institutions were not having access to the latest information on the globe due to the non-availability of the Internet. Those that are connected are not having access to it due to the erratic power supply, poor service delivery, and high cost of the subscription. So, the majority of the academic staff based their researches on journals, text and proceedings, which are not easy to get. It is not news that many establishments including educational institutions in under-developed and developing countries like Nigeria still keep records in files tucked away in file cabinets where they accumulate dust. At times, rodents and insects (cockroaches) rendered vital documents useless and irretrievable after eating up the files in the cabinets. However, Onwuka (2008) posited that the schools can be better managed through the Internet. The Internet has made it easy for academia around the globe to exchange knowledge and skills on various area of specialization and interest, and also permit learners and educators to communicate both locally and internationally (Luambano and Nawe, 2004).

The use of ICTs can offer a wide range of learning experiences that are adequate for learners' needs, aspirations, space, pace and learning styles as opined by Olorundare (2011). Makinde (2010) observed that since the world is encouraging the use of ICT in various areas of human endeavours, in order to transform Nigeria educational system, there is the need for internet resources not only as tools for information and communication but also as a field of study. The advantages of using the internet services include: (a) accessing information easily, (b) getting accurate information at a glance, (c) promoting academic communication, (d) increasing the pattern of cooperation between students and between teachers/learners (Atiyah, El Sherbiny and Guirguis, 2015), (e) promoting students' ability to analyze problems (Makinde, 2017), (f) growing

learners' learning charisma and promoting learners' self-confidence in internet service applications (Makinde, 2010), (g) Applied in highly populated classes (Bernard, Borokhovski, Schmid, Tamim and Abrami, 2014), and (h) encouraging good retention of material (Makinde, 2017)

Availability, accessibility and usage of internet services are indispensable to the teaching, research and community work of teachers in any educational institutions. The internet services available in institutional information systems must be reliable and supportive in research activities that enhanced the professional development of teachers (Shokeen, and Kaushik, 2002). Similarly, Wisdom, (2012) opined that the Internet gives teachers the opportunity to access colleagues through e-mail, search engines, Facebook, WhatsApp etc.; easy access to a growing number of online journals and databases of various subjects. Researches have shown that faculty of education academic staff in Nigerian Universities were the least experienced in the use of the internet (Jagboro, 2003 & Isah, 2005). If this can be the case of universities, the teachers in secondary schools cannot be left out. All these point to the fact that internet services are very important for effective teaching, learning and research activities in an academic environment which brings about the professional development of teacher.

Factors affecting availability and use of internet facilities in secondary school libraries

According to Ajayi (2008), the effective utilization of Internet in teaching and learning depends on the availability of these facilities and teachers' competence in using them. Observation has shown that there are no functional ICT facilities in most private secondary schools and this hampers the teachers' ability to use them for teaching and learning. Also lack of adequate computer literate teachers, irregular power supply and inadequate funding are another set of obstacles militating against effective utilization of ICT facilities in teaching and learning of vocational and technical education in Kaduna state. Therefore, there is need to address such problems by providing adequate ICT facilities and training needs of the teachers to effectively utilize it in teaching and learning process. According to Kamara (2010) access to internet in Nigeria and Africa in general is low. Not that the internet is not available across Africa but limited access because of costs and unavailability in remote and awkward areas making it non-existent for a vast majority of Africans. Students in schools are only interested in having access to the internet when there is an enabling environment. With these aforementioned factors, students and teachers are encouraged to make use of the internet even at their most inconvenient time.

Christopher and Maria-Gorreti (2012) mentioned that the push to provide internet technology in schools has been successful in recent years. According to Goldman et al. (2009), most schools have computer laboratories and computers in their classrooms. Although, internet services are the latest technology in the educational system, there are still many factors that still impede internet access

within and outside the school environment. Hardware and software pose problems as the technical support may not be there. Teachers may lack the time and the motivation to learn technology skills that may hamper the interest in teaching related skills to students like information literacy and retrieval skills. Placement of computers in schools for equitable access, technical support, effective goals for technology use, and new roles for teachers and sustained funding for technology are some of the factors impeding internet access in schools.

Research Methodology

Survey research method was adopted. The choice of the survey research method is due to its usefulness in carrying out researches that involves large population to be studied. According to Castillo (2019) survey research tries to collect information from a representative group and based on such information, inferences are drawn about the performance of the population entirely. He added that survey research is vital as it allows the researcher to conduct an effective study on a large population where samples are used to represent the entire target population for the study. Due to smallness of the population, the researcher adopt census of respondents of the three selected private secondary schools in Sabon Gari Zaria. The data collected for the study were analyzed using the simple descriptive statistics of frequency counts and percentages.

Response rate

School	Questionnaire		Total
	N/A	N/R	
Vital Years U/Yusi	25	25	25
Model Learning Samaru	30	28	28
God time Samaru	22	22	22
Total	77	75	75

A total number of seventy-seven (77) copies of questionnaire were distributed among the teachers in the three private secondary schools in Sabon Gari which seventy-five were all filled and returned.

Results and Discussions

Table 1: Internet facilities available in three private secondary school in Sabon Gari

Types of Internet facilities available	Study Area					
	Vital Years		God Time		Model Learning	
	A	NA	A	NA	A	NA
Computer	A		A		A	
Printer	A		A		A	
Modem	A		A		A	
VSAT		NA	A	NA	A	NA
Internet server	A		A		A	
Router		NA	A	NA	A	NA
Software	A		A		A	

Key: Available= A; Not Available = NA

From the above observation checklist, the table shows that computer, modem, internet server, software was available in the school, while VSAT, Router were not available. The findings of this study revealed that the (3) three secondary school libraries have internet facilities such as computers, Modem, internet server, and software in the three private schools. It was confirmed that Vsat and router are not available in the three schools, absent of Vsat and router affect efficiency and speed in sending signal in internet connectivity. This finding is in line with Yusuf (2012) who point out availability of ICT in school libraries enhance teaching and learning process.

Table 2: Level of use of internet facilities in three private secondary schools in Sabon Gari

Options	Vital Years				Gods Time				Model Learning			
	VHE	HE	LE	VLE	VHE	HE	LE	VLE	VHE	HE	LE	VLE
Computer	__	25	1	__		25	2			20	2	
Modem	__	15	10	__		20	10			15	5	
Vsat	__	__	__	__								
Internet server	__	20	__	__		30				25		
Router	__	__	__	__								
Software	__	25	__	__		30				20		

Key: Very high extent =VHE; High extent = HE; Low extent = LE; Very low extent VLE

Table 2: shows that all respondents, 75 (100%) indicated that they used internet server and software. This is followed by 70 (93%) of the respondents who used computers. Lastly 50 (57%) of the respondents agreed that they used modems to improve their work. On the other hand, none (0%) of the respondents used VSAT, router and ISP account to do their work. The implication of this finding is that the respondents might stop patronizing libraries. The result of the study is similar with the finding of Makinde (2017) who discovered that majority of library staff have acquired basic ICT literacy skills.

Table 4: Factors affecting internet facilities in three private schools in Sabon Gari

Factors	SA	A	D	SD	UD
Lack of qualified staffs to manage the library	20(15%)	45(34%)	10(7.5%)	—	—
Lack of funds to acquire internet facility	30(22.5%)	45(34%)	—	—	—
Unavailability of electricity supply	—	20(15%)	35(26.2%)	20(15%)	—
Lack of willingness on the part of school authorities to acquire facilities	—	—	40(30%)	35(26.2%)	—
Poor library building	—	—	35(26.2%)	40(30%)	—
Deliberate government policies against computer importation	—	—	50(37.5%)	25(18.7%)	—
Others (specify)	—	—	—	—	—

Key: Strongly Agreed= SA; Available = A; Disagreed = D; Strongly Disagreed= SD; Undecided= UD

Table 4 revealed that all the respondents 75(100%) agreed that lack of funds constitute a bottle neck to the provision of Internet facilities in private schools in Sabon Gari, Kaduna state this was followed by 65 (80%) of the respondents who argued that lack of capable staff was a militating factor in the provision of Internet facilities in private secondary schools in Kaduna state. This finding agrees with that of Bitagi (2016) who discovered that lack of funds and qualified staff constitute militating factors in the provision of ICT facilities in libraries.

Summary of Findings

Based on the data collected and analysis of this study, the findings are summarized as follows:

1. The outcome from the study showed that computers, modem, internet server and software are available in the library under study.
2. The outcome shows that greater part of the respondents indicated that the available facilities are used on a high extent.
3. The result from the study shows that the internet facility provide high level of satisfaction to users.
4. The study shows that lack of capable staff to manage the library and lack of finances to acquire facilities are the major factors affecting internet facility usage in their libraries.

Conclusion

School libraries are important and fundamental organs supporting in the teaching and learning procedure in

the secondary schools as they are expected to provide sufficient information resources and services to both teachers and students for better academic achievement. However, for the library to be resourceful in the school environment especially in the digital age, internet facilities must be adequately provided in order to meet the information needs of the teachers and students. Moreover, apart from making the internet facilities available in the school libraries, sufficient and effective use of the facilities is of utmost importance.

Therefore, it is observed that the private school libraries studied have internet facilities such as computers, modem, and internet server and software for use by both the teachers and the students for their academic and educational needs, and the facilities are sufficiently used by the staff and users are also fulfilled with the internet facilities.

Recommendations

Based on the result made from the study the following recommendations are made:

1. The study recommends that all the types of internet facilities available should be sustained. Vsat and routers should be provided for efficiency and effective internet service.
2. The level of usage of internet facilities should be maintained
3. The level of satisfaction derived by teachers using internet facilities should be sustained
4. The school management should also make adequate provision of funds for the school library for the acquisition of internet facilities in the library and also employ qualified librarian to manage the library.

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