
TEACHERS' USE OF ICT IN THE TEACHING OF ECONOMICS IN SECONDARY SCHOOLS IN OYUN LOCAL GOVERNMENT, KWARA STATE

BY

Johnson Moronfola Adegoke¹

**Department of Social Sciences Education, Faculty of Education, University of Ilorin,
Ilorin, Nigeria.**

Email: adegokejohnsonm@gmail.com

Oluwafemi Toyin Akano²

**Department of Social Sciences Education, Faculty of Education, University of Ilorin,
Ilorin, Nigeria.**

Email: oluwafemiakano1@gmail.com

&

Yemi Tolulope Owolabi³

Mathematics Department, Kwara State College of Education, Oro, Kwara State, Nigeria.

Email: foyt22@gmail.com

Abstract

Students have better opportunities to learn especially when teachers utilize quality and modern trend facilities in their teaching. Information and Communication Technology (ICT) is a modern trend in Education that helps to facilitate quality teaching-learning process if adequately utilized. This study examined Teachers' Use of ICT in the Teaching of Economics in Secondary Schools in Oyun, Kwara State. The purpose of the study is to find out whether teachers in Oyun LGA. make use of ICT to teach Economics in their schools. Descriptive survey research was adopted for the study. Four research questions and one hypothesis were postulated. 300 teachers were selected from both private and public schools in Oyun LGA, Kwara State using random and stratified sampling techniques. A researcher designed instrument named "Teachers' use of ICT in the Teaching of Economics Questionnaire" (TUICTEQ) was used for the collection of data. Percentages and t-test statistics were used in analyzing the data collected. Findings from the study indicated that teachers do not utilize ICT, ICT facilitate the teaching of Economics, electricity affects the use of ICT and there was gender difference in the use of ICT. It was recommended that teachers should acquire necessary skills on the use of ICT and government should provide adequate ICT gadgets for schools. Since adequate usage of ICT can improve the teaching-learning process, it was suggested that government should organize trainings as well as provide ICT materials, so that teachers can acquire necessary skills in instructing students with ICT in secondary schools.

Keywords: Teachers, Utilization, ICT, Economics secondary school

Introduction

Economics as a subject has been realized in the past two decades as an important subject in the social science and serves as a prerequisite in gaining admission into core courses in this field. As important as this subject is, it should not be lagging behind in the latest development as to the use of Information and Communication Technology in its mode of instruction. This is necessary because the use of Information and Communication Technology is a widely accepted policy

which have proven to have contributed positively to improved teaching and learning process in Nigeria and some parts of the world. The provision of educational and vocational opportunities is increasingly being provided through technologically or ICT enhanced schools (Efedu and Moemeke, 2010).

Ijioma (2004) defined ICT as technology that acquires, processing of data, storage and retrieval of meaningful information as well as disseminates by combining data processing and telecommunication techniques. Eze (2007) also asserted that ICT could be ways by which the computer works, together with other telecommunication equipment which are needed in data processing and information transmission to solve problems of different aspects of human endeavor. ICT is, therefore, a combination of telephone, computers, software, modem, CD-ROMs, Television, Radio as well as Internet which is also backed up with the availability of electricity. This no doubt comes with potentials to revolutionize the way leaning is provided.

According to Efedu and Moemeke (2010), ICT plays significant roles in curriculum implementation and these roles includes storage, dissemination, analyzing, stimulating, interaction, communication, wide audience coverage, overcoming physical limitation, productivity, individualizing instruction among others. These roles might enhance quality delivery in teaching and in turn quality performance of students if adequately utilized. To buttress the importance of the role of ICT in students' academic performance, the National Policy on Education (2013) proposed as part of her objectives to develop a capacity to learn and to acquire certain basic skill which includes not only listening, speaking, reading and writing and calculation skills, but also those skills of observation, analysis and inferences which are essential to the forming of sound social, academic, economic and political judgment. This lead to the introduction of modern use of ICT in teaching and learning today to serve as remedy to the flaws of traditional method of teaching and to enhance teaching-learning activity and in turn boost learners' performance.

Despite the importance of this migration in Nigerian Education system, many teachers are still not utilizing ICT in giving instructions. Hassan and Clement (2012) observed that most teachers still lack the required knowledge and skill to use ICT and do not make use of ICT in teaching their students, hence, showing noncompliance attitudes towards ICT. This revealed that the objective of ICT in education in Nigeria has not been met. This prompted the researcher to focus on teachers' use of ICT in the teaching of Economics in senior secondary schools in Oyun, Kwara State.

Research Questions

1. Do teachers use ICT to teach economics in their school?
2. Do ICT facilitate the teaching of economics?
3. Do electricity affect the use of ICT in Oyun, Kwara State?
4. Is there any significant difference in male and female teachers' use of ICT in Oyun, Kwara State?

Research Hypotheses

H01: there is no significant difference in male and female teachers' use of ICT in Oyun, Kwara State.

Methodology

The research method adopted for this study is a descriptive research of the survey type. 300 Economics teachers were randomly selected as respondents from sixty public and private secondary schools in Oyun LGA of Kwara State. That is, 150 respondents each. A researcher developed instrument titled "Teachers' use of ICT in teaching of Economics Questionnaire" was used to elicit responses. This contains two sections A and B. Section A is on demographic information (personal data) of teachers such as Age, Gender, Class teaching i.e. S.S.S 1, S.S.S 2 or S.S.S 3 and qualification(s). Section B contains items which are based on the research questions drawn by the researcher. It contains four optioned Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). They were to indicate their level of agreement to the stated statements which was later categorized as Agree and Disagree. Research questions 1, 2 and 3 were answered using Percentages while the stated hypothesis was analyzed using t-test at significance level of 0.05.

Results

Research Question 1: Do the teachers use internet to teach Economics in their schools?

Table 1: Analysis on teachers' use of internet

S/N	Items	Agree	Disagree	Total Frequency	A (%)	D (%)	Total (%)
1.	Internet Facilities are adequately used in my school.	99	201	300	33%	67%	100%
2.	Good utilization of Internet Facilities makes students more knowledgeable.	272	28	300	90.67%	9.33%	100%
3.	I have never use Internet Facilities to teach Economics before.	180	120	300	60%	40%	100%

From the analysis in table 1 above, items 1(1) shows that 99 respondents which form 33% of the total respondents agreed that internet facilities are adequately used in their school while on the other hand, 201 respondents which form 67% of the total percentage disagreed with the statement. Also, table 1(2) revealed that 272 respondents which form 90.67% agreed that good utilization of internet facilities makes students more knowledgeable. 28 respondents which form 9.33% on their own disagreed with the statement. Furthermore, on table 1(3), 180 respondents which form 60% of the total percentage agreed that they have never used internet facilities to teach Economics before while 120 respondents which form 40% disagreed with the statement.

Research Question 2: Do internet facility facilitate the teaching of economics?

Table 2: Analysis on internet facilities facilitating the teaching of Economics

S/N	Items	Agree	Disagree	Total		Total (%)	
				Frequency	A (%)		
1.	Internet Facilities facilitate the teaching of Economics.	220	80	300	73.33 %	26.67%	100%
2.	The use of teaching materials makes Economics lesson interesting.	270	30	300	90%	10%	100%
3	Internet Facilities facilitate the teaching process.	291	9	300	97%	3%	100%
4	The usage of Internet Facilities entails more knowledge and understanding.	284	16	300	94.67 %	5.33%	100%
5	Internet Facilities waste valuable time in teaching of Economics.	100	200	300	33.3 %	66.7%	100%

Data in table 2(1) revealed that 220 out of 300 respondents which form 73.33% of the total percentage agreed that Internet Facilities facilitate the teaching of Economics. On the other hand, 80 respondents which form 26.67% disagreed with the statement. Also, data in table 2(2) shows that 270 respondents which form 90% of the total percentage agreed that the use of teaching materials makes Economics lesson interesting. While 30 respondents which form 10% disagreed with the statement. Data in table 2(3) also shows that 291 respondents which form 97% of the total percentage agreed that internet Facilities facilitates the teaching process. While 9 respondents which form 3% disagreed with the statement.

Furthermore, data in table 2(4) shows that 284 respondents which form 94.67% of the total percentage agreed that the usage of Internet Facilities entails more knowledge and understanding while 16 respondents which form 5.33% disagreed with the statement. Lastly, table 2(5) revealed that 100 respondents which form 33.3% of the total percentage agreed that internet Facilities wastes valuable time in the teaching of Economics while 200 respondents which form 66.7% disagreed with the statement.

Research Question 3: Do electricity affect the use of ICT Facility?

Table 3: Analysis on electricity affecting the use of ICT

S/N	Items	Agree	Disagree	Total Frequency	A (%)	D (%)	Total (%)
1.	There is no adequate electricity in my school	273	27	300	91%	9%	100%
2.	Inadequate electricity affects the use of Internet Facilities in the teaching of Economics.	114	186	300	38%	62%	100%

Data in table 3(1) revealed that 273 respondents which form a total of 91% of the total percentage agreed that there is inadequate electricity supply in their schools and this affects the use of ICT in the teaching of Economics while 27 respondents which form 9% disagreed with the statement. Also, data in table 3(2) shows that 114 respondents which form 38% of the total percentage agreed that inadequate electricity affects the use of ICT Facilities in the teaching of Economics, while on their own side, 186 respondents which form 62% disagreed with the statement.

Hypotheses Testing

HO₁: there is no significant difference in male and female teachers’ use of ICT in Oyun, Kwara State.

Tables 4: T-test Analysis of Male and Female Teachers’ Use of ICT

Variable	Group	No.	X	SD	df	t-cal	Sig(2-tailed)	Decision
Gender	Female	179	54.40	11.87	298	.671	.501	Do not reject
	Male	121	53.54	10.64				

Results in table 4 indicated a mean of 54.40 for female and 53.54 for male respondents, t-calculated of .671 with df 298. Since .671 is less than the critical value, thus, the null hypothesis is accepted. This implies there is no significant difference in male and female teachers’ use of ICT in Oyun Local Government, Kwara State.

Discussion

One of the major findings revealed that majority of teachers in Oyun Local Government Area do not make use of ICT to teach Economics. This agrees with Hassan and Clement (2012) who observed that most teachers lack the required knowledge and skill to use ICT and do not make use of ICT in teaching their students. Another finding of this research shows that ICT facilitates the teaching of Economics. It helps in getting new and current information on the subject. It also widens the teachers’ knowledge about the subject and also help the students to learn faster since they can see and operate the computer themselves. This is in line with Sharma, Gandhar, Sharma and Seema (2011) who submitted that ICT enables self-paced learning through various tools

such as assignment, computer etc. The use of ICT according to them has become more productive and meaningful, hence, facilitating teaching and learning process.

Also, the study revealed that there is no adequate electricity in Oyun Local Government Area. This has been affecting the use of internet facilities in the teaching of Economics. This is against the report of Nzwili (2016) who stated that most of the schools in Kenya were connected to electricity but lacked ICT resources. Differences observed in these studies may be as a result of different geographical location used in both studies. The study also showed no significant difference between male and female teachers' use of ICT in Oyun Local Government in the teaching of Economics. This report is in agreement with the finding of Fomsi and Orduah (2017) which showed no significant difference between the mean scores of the male and female model primary school teachers in the use of ICT in Port Harcourt City Council and Obio-Akpor Local Government Areas. This is against Safdar (2013) which asserted that, there is gender differences of teachers towards the use of internet.

The results of Manyilizu and Gilbert (2015) also contradict this study as they found significant gender imbalance in the use of ICT tools among teachers in Tanzania. In summary, the use of internet in classroom is limited due to some reasons which include inadequate trainings, workshops and seminar on the use of internet by teachers, inadequate computer system to go around the school due to high cost. Also, inadequate electricity also affects the use of internet facilities and lastly, the inflexible nature of curriculum which does not incorporate the use of internet for instruction in schools. Therefore, it is necessary to provide solutions to these problems, so as to make the internet facilities available in the school which will improve, enhance and provide effective teaching and learning of Economics.

Conclusion

Although, teachers are aware of the new trend in teaching-learning process, many of them still do not make use of it due to lack of ICT facilities in their schools. Majority of schools in Oyun Local Government do not have internet facilities as well as other gadgets for the learning of Economics. Furthermore, Schools that have internet facilities and other ICT gadgets do not properly make use of them due to inadequate electricity and personnel to operate the facilities.

Recommendations

It is recommended that:

1. Teachers should try to acquire necessary skills and knowledge of computer, internet and other ICT gadgets on their own. They do not have to wait for the government to organize seminars and workshops for them.
2. Government should try to provide for secondary schools in Nigeria adequate gadgets like computers, internet facilities and most especially electricity and train teachers on their uses and importance.
3. Governments at all levels should try to organize seminars and workshops for the teachers so that they can acquire necessary skills needed for instructing with ICT.
4. Curriculum planners should make sure they incorporate the use of ICT as instructional media for the teaching of Economics and other subjects.

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