
PERCEPTION OF UNIVERSITIES LECTURERS ON THE INFLUENCE OF THE INTERNET USAGE ON EDUCATION IN NIGERIA

By

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Abstract

The study worked on influence of Internet Usage on Education as perceived by the lecturers in Nigeria Universities. As a guide to the researchers, two research questions and two null hypotheses were formulated. The researcher adopted post hoc design. Structured questionnaire titled "Internet and Nigeria Education" (INE) was employed to generate data from 147 lecturers that participated in the 2nd Faculty of Education Conference organised by Ahmadu Bello University, Zaria held between 18th to 22 November, 2011. Percentage scores was used to answer the research questions at index scores of at least 50% for agreed and Simple Logistic Regression (SLR) was employed for test of the null hypotheses at 5% level of significance. The analysis revealed among others that internet usage contributed significantly to educational development in Nigeria. As a result of the findings, the researchers recommended among others that the federal and state government should encourage development of enabling policies and regulations that will enhance Internet connecting in institutions. This will enable lecturers and students take the advantage and contribute their quota on educational development in Nigeria

Keywords: Internet and Education

Introduction

Technological achievements have been at the center of educational revolution in developed and developing countries. These revolutions have been the arenas for the generation, editing, advancement, and dissemination of knowledge; the training of human and capacity building; and the engines of educational and societal development. Internet resources have excited many minds, opened new doors into the mysteries of the universe, and provide many spirits to delve into the unknown. Many have served as strongholds for the pursuit of truth and values. The roles of Internet resources in educational sector is in line with the National Policy on Education which entrenched that the education should be geared towards self realization, national unity, as well as towards social, cultural, economic, political, scientific and technological progress (FGN, 2004).

Wadi and Alexandra (2006) observes that one of the most universally recognizable and enduring human institutions is the school. They observed that technologies helped in reducing static process in education. Jager and Lokman (1999) opined that the nature and extent to which internet is being used in education is considered to be a result of synergy between 'top-down' and 'bottom up' processes. It therefore follows that technology is rapidly blurring the contours of old educational system; bringing forth the news faster world

processor. Adamu (2010) maintained that no student will afford to ignore, delay, bypass or underestimate the role of internet resources on his academic achievement. Organizations are striving to cope with the challenges of internet and schools are not left out because they produce labour for the world of work. It was observed that there is the need to integrate internet knowledge to all educational programme at all levels of learning, especially as the world is generally turning into a global village where application of internet knowledge has taken daily every activities as such internet knowledge has become an instrument that enhance teaching and learning. The influence of internet facility permits all spheres of human endeavours, social, economic and education thus changing the role pattern and activities of schools.

Musa (2011) discovered that teachers use internet services in various ways. The author added that some use the net to download materials that could impact on the students'. Others use it to participate in collaborative exercise, while some use it for professional development. The contribution of internet facilities to educational sectors cannot be overemphasized. Amoor (2010) argued that internet resources reduces stress, facilitates access to information and enhance creativity among learners. Adamu (2010) added that through internet usage, students' will have access to current and relevant information. . Considering the benefits of these

technologies in education, the researchers investigated the Influence of Internet Resources on Nigeria Education.

Statement of the Problem

Born (2003) and Park (2003) observed that academics in many countries are expressing growing concern about the apparent decline in academic integrity. This decline appears to be related to the profusion of resources available on the Internet, including websites which offer to provide academic essays for assignments or homeworks. It was identified that of the many causal factors that contributed to plagiarism, academic dishonesty and academic fraud (Carroll and Appleton, 2001) by students and staff, with the prime underlying solution being based on education of all members of the academic community. It is against these that the researcher investigated the Influence of Internet usage on Nigeria Education.

Objectives of the Study

The researchers aim at achieving the following objectives

- 1 determine the extent to which Internet usage influence educational development in Nigeria.
- 2 assess the extent to which Internet usage influence educational fraud in Nigeria.

Research Questions

As a guide to the researchers, the following research questions were formulated

- 1 to what extent does the Internet usage influence educational development in Nigeria?
- 2 to what extent does the Internet usage influence the educational fraud in Nigeria?

Research Hypotheses

Analysis of the items used to Answer Research One is presented in Figure I.

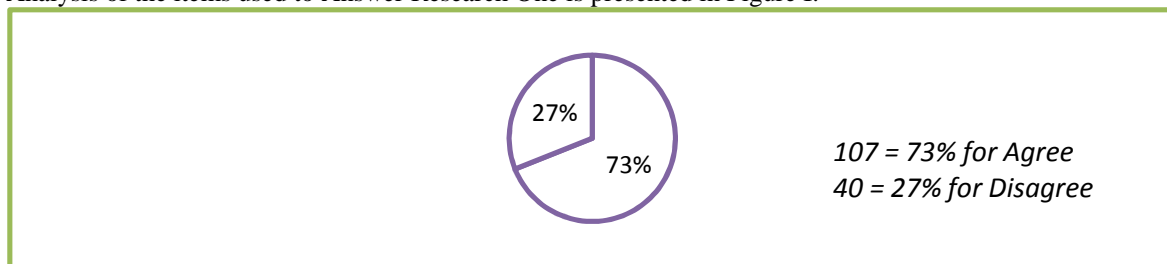


Fig I: Analysis of Results used to Answer Research question One.

Items used to generate data from respondents used for answering research question one in Figure 1 revealed that 107 of the lecturers, this represent 73% of the scores for respondents who opined that Internet usage influence educational growth in Nigeria accounted for against disagree with 40 respondents representing 27%. Based on the

As a guide to the researcher, the following null hypotheses were formulated

Ho1 Internet usage has no significance influence on educational development in Nigeria

Ho2 Internet usage has no significance influence on educational fraud in Nigeria.

Research Design and Procedure

Survey research method was adopted in this study. Francis (2003) maintained that this method enables researcher(s) to describe an event, situation or phenomenon as it is as at the time of the study. The researchers targeted 147 lecturers that participated in the 2nd Faculty of Education Conference organised by Ahmadu Bello University, Zaria held on 18th to 22nd November, 2011. The researchers used 14 items questionnaire to obtained data from the respondents. The ratings of the instrument are: - Strongly agree 4 points; agree 3 points; disagree 2 points and strongly agree 1 point. Validity of the instrument was determined by lecturers not less than the rank Readers in Faculty of Education in Ahmadu Bello University, Zaria. The reliability of the instrument was determined through pilot study which gave reliability coefficient of 0.78. The instrument was administered by the registration officer during the conference. 131 copies of questionnaire were retrieved and used in the study. Percentage scores was used to answer the research questions at 50% index scores for agreed and less than that for disagreed. In the test of null hypotheses, Simple Logistic Regression (SLR) was employed at 5% level of significance.

Results

RQ1: *To what extent does Internet usage influence educational development in Nigeria?*

result calculated value was greater than set index scores (73% > 50%). Therefore this implied that Internet usage have significance influence the educational development in Nigeria

Research Question Two

To what extent does Internet usage influence educational fraud in Nigeria?

Analysis of respondents' opinion used to answer research question two is presented in Figure 2

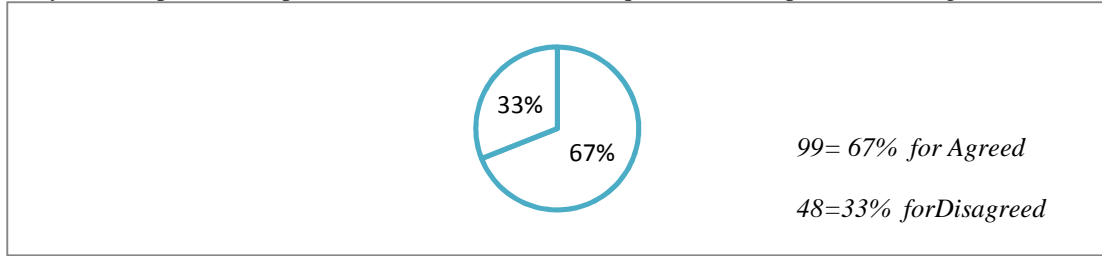


Fig 2: Analysis of Results used to Answer Research Question Two

Analysis of respondents' opinion used for answering research question two is presented in Figure 2. From the Figure, 99 (67%) of the lecturers maintained that internet usage could lead to academic fraud, while those that had divergent opinion were 48 (33%). The analysis shows that calculated valued (67%) was greater than index scores of 50%. Based on this outcome, the researchers concluded that lecturers in Nigeria Tertiary Institutions opined that Internet

usage has a positive influence on the rate of educational fraud in the country.

Results of test of null hypotheses

Ho1 Internet usage has no significance influence on educational development in Nigeria.

Result of test of null hypothesis one is presented in Table 1

Table 1: Regression Result for the Influence of Internet Usage on Educational Development

	R	R²	Adjusted R²	Change statistic	F	Sig.
1	0.72	0.52	0.50	R² 0.52	68.74	F 0.000

Table 1 illustrate that the value of R² is 0.52 which is equal to 52%. This means that the independent variable (that Internet usage) has significant influence on educational development in Nigeria. This means that 52% of the variance in educational development is accounted for by that of internet usage.

Ho2: Internet usage has no significance influence on educational fraud in Nigeria.

Analysis of test of null hypothesis one is presented in Table 2

Table 2: Regression Result for Influence of Internet usage on Educational Fraud

	Beta	R	R²	Adjusted R²	Change statistic	F	Sig.
1	.69	0.81	0.66	0.56	R² 0.58	58.74	F 0.01

Analysis of Simple Logistic Regression used to test null hypothesis two is presented in Table 2. The value of R² stood at 0.66 which is equal to 66%. This implies that 66% of the variance in fraud in education is accounted for the internet usage provided. The regression equation is y=0.69X, where y=educational development and x= the internet usage. Based on this analysis, the null hypothesis two was rejected.

Discussion of the Findings

The result revealed that internet usage significantly influence educational development in Nigeria, this result was further affirmed by test of null hypothesis one which revealed that Internet usage contributed 52% to the educational development in the country. This finding further

confirmed the finding of Jager and Lokman (1999) who described technology as a bulldozing factor affecting educational development in Nigeria. The authors added that education is developing at a very fast rate as a result of internet usage. Astron (2004) added that many schools recognize the power of internet to promote learning, both in improving their current practice, and responding to developing awareness as to how, and at what pace, pupils learn, and the skills they need for effective learning. Amoor (2009) maintained that Computer/internet usage has the potential to contribute to different facets of educational development and effective learning by expanding access, promoting efficiency, improving the quality of learning, enhances the quality of teaching, and improving management systems.

The result also shows that Internet usage has a positive influence on the rate of educational fraud in the country. This was further affirmed by the result of test of null hypothesis two that revealed that internet usage contributed 66% of the educational fraud in Nigerian Education. The findings of this research work agreed with Farooq (2011) who argued that internet usage that is a new insidious enabled academic fraud sprouting in the world. The Honor Committee (2009) observed that Internet resources are quickly becoming popular materials used in the academic research. The author added that more and more people gain access to computer technology and used it to commit academic fraud.

Conclusions

Based on this finding, the researchers concluded that the use of Internet resources in education have enliven Nigeria education as it motivates staff and students to achieve positive goals in education. However, internet resources is playing significant role on academic fraud in the country, this therefore means there is possibility of increase in academic fraud such as increased in the rate cheating,

fabrication, facilitating academic dishonesty and plagiarism in educational sector

Recommendations

1. Schools authority should seek for assistance from government, agencies and private individual(s), to support and facilitate the installing of Internet service in their institutions.
2. The federal government should encourage reforms in education that will ensure the integration of information technology into schools curricula so as to provide students with skills and proficiencies that will help in the further development of education in the country.
3. The federal and state government should encourage development of enabling policies and regulations that will enhance Internet connective in institutions.
4. There is the need for legislation against academic fraud. These laws can go a long way in reducing academic fraud in Nigeria.

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