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INTERNET RESOURCES AND TEACHING OF ECONOMICS IN PUBLIC SECONDARY SCHOOLS

EBONINE, EZE KINGSLEY

Department of Economics,

Hezekiah University, Umudi, Imo State.

k.ebonine@hezekiah.edu.ng

+2347037125057

ABSTRACT

The study investigated internet resources and teaching of Economics in public secondary schools. The population was seven thousand, eight hundred and forty-seven (7847) public secondary school students in Delta State. The sample for the study was two hundred and eighty (280) students from seven (7) public secondary schools. Questionnaire was the main instrument for data collection. The reliability of the instrument was determined using Cronbach's Alpha reliability method (IBM SPSS version 26) while the reliability coefficient was 0.824. Pearson's Product Moment Correlation Coefficient were used to answer the research questions while the hypotheses were tested using Simple Linear Regression Analysis. The conclusion was that internet resources are used by students of Economics for academic work and for receiving e-mails. Internet resources also serve as complimentary to what teachers teach in class, rather than as means of survival for their academic programmes. The internet resources improve knowledge acquisition and encourage information exploitation for technological development. It was recommended that the government should provide adequate internet resources for effective teaching and learning of Economics in public secondary school, embark on training and retraining of teachers through short-term courses, seminars, workshops and conferences, ensure regular supply of electricity for effective use of internet resources, infrastructural facilities such as computer laboratories and computerized libraries should be provided, employment of technicians for repair and maintenance of internet resources being used in the teaching of Economics in public secondary school schools.

Keywords: Internet resources, Internet, Economics, Teaching and Public secondary schools

INTRODUCTION

Education refers to the process by which one acquires requisite knowledge, skills, values, attitudes and behavior that helps in the development of one's life, that of immediate family, community and the society at large. According to the Federal Republic of Nigeria (FRN 2014), education is an instrument par excellence for national development and social change. It is a very useful tool used in ascertaining the level of economic growth and development. That is why it is conventionally said that one naira spent in financing education section will yield good fruits than one naira spent in financing any other sector of the economy.

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The actualization of the set aside goals of any academic institution depends on how effective internet resources are utilized in the process of teaching most especially, in Economics. Thus, the use of internet resources in any educational institution during the process of teaching is imminent because of the fundamental role they play as understanding enablers of the curriculum at the classroom level. Ekechukwu and Eze (2016) positioned students' learning outcome to availability and utilization of internet resources by teachers most especially in Economics. Basically, the fundamental task of a teacher is to assist students learn by imparting requisite knowledge on them as instructed in the curriculum and by setting up a situation in which students can learn effectively. Thus, over the years, the task and role of internet resources have evolved. Teachers now face a complex set of tasks which varies from one society to another. Some of these tasks are performed during school hours and some outside the school period. It is then pertinent to mention that the tasks of computer age teachers are enormous and demanding because of the need to use internet resources in the course of teaching.

The need for internet resources in teaching Economics seem to be on the increase. The government has made effort towards the building of ICT facilities and procurement of ICT resources for various schools and colleges. For instance, during the administration of His Excellency, Senator (Dr.) Ifeanyi Authur Okowa through TETFUND bought laptops for all senior lecturers, build exquisite ICT centre well-furnished and house by the language building at College of Education, Warri. The lecturers were also sent on short-term computer courses. This act is not only limited in College of Education, Warri; lecturers at Delta State University, Abraka, University of Delta, Agbor, Delta State University of Science and Technology, Ozoro and Dennis Osadabay Universit, Asaba also were not left out. Still, there are challenges in the use of computers in the teaching of Economics as a subject of study. At the secondary school level, SSCE registration, JAMB registration and JAMB examinations are done with the use of computer. This is to prepare the study ahead to know that there is virtually nothing one can do in the higher institution of learning be it university, polytechnic or College of Education without the knowledge of computer. It is against this background that the present study seeks to x-ray internet resources and teaching of Economics in public secondary schools in Uvwie Local Government Area of Delta State.

REVIEW OF RELATED LITERATURE

This chapter provided detailed and comprehensive literature on internet resources and teaching of Economics in public secondary school in Uvwie Local Government Area of Delta State. This chapter was discussed under the following sub-headings:

Theoretical Review

This study is anchored on two major theories. They are:

Human Capital Theory

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Human capital is a term that is commonly used in Human Capital Theory as it refers to the level of education attained, knowledge, experience, and skills of workers in an organization. This concept was introduced in the field of Education/Economics of recent. This theory posits that companies have an incentive to seek productive human capital and to add to the human capital of their existing works. Put differently, human capital is the term which refers to the claim that labour capital is not homogeneous. In the 1960s, Economists (Gary Becker and Theodore Schultz) pointed out that education and training were investments that could add to productivity. As the world accumulated more and more physical capital, the opportunity cost of going to school declined. Education became an increasingly important component of the workforce. The term was also adopted by corporate finance and became part of intellectual capital, and more broadly as human capital.

Intellectual and human capital are treated as renewable sources of productivity. Organizations try to cultivate these sources, hoping for added innovation or creativity. Sometimes, a business problem requires more than just new machines or more money. The possible downside of relying too heavily on human capital is that it is portable. Human capital is always owned by the employee, never the employer. Unlike structural capital equipment, a human employee can leave an organization. Most organizations take steps to support their most useful employees to prevent them from leaving for other firms.

The 'Will Skill Tool' model

'The Will Skill Tool' model is a well-established theoretical framework that elucidates the conditions under which teachers are most likely to employ internet resources in the classroom (Knezek, Christensen, Hancock & Shoho, 2020). Previous studies have shown that these three factors (will, skill, and tool) explain a very high degree of variance in the frequency of classroom ICT use (Petko, 2012). Huang and Liaw (2015) stated that among all factors considered to influence the successful integration of computers in the classroom, the attitude towards computers is a key factor. Skill (competence) is usually defined as having the ability to perform a specific task. It is also indicated with the term's computer performance, computer ability, or computer achievement (Agyei & Voogt, 2011).

Tools refer to computer access level, usage frequency, computer ownership and amount and breadth of time in the use of computers as indicators of an individual's level of technology use (Gurcan-Namlu, 2013). While examining the digital divide problem using the Will Skill Tool model, rural and urban schools have shown different levels in almost every aspect. In terms of technology access, rural schools do not always have access to the same level of funding for educational technology as urban schools, which can limit the opportunity students to learning. The rural-urban infrastructure disparities indicate that urban areas can boast electricity and telecommunications capabilities, but rural areas remain unconnected and hence disadvantaged (Gulati, 2018). For example, in developing countries such as South Africa, research indicates that rural schools lack school telephone facilities, computer hardware and software (Herselman, 2013). The lack of ready access to technology is a key barrier to

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technology integration for developing areas. Recent studies have shown that the access to hardware in schools has drastically improved internationally, but it needs more empirical evidence to understand if infrastructure is still a key factor causing the digital divide (Grime, 2020). With regard to teachers, Clark's study (2020) shows that urban teachers in the U.S. have positive reactions towards technology integration.

The findings include three points:

1. urban teachers feel confident about their ability to use technology;
2. urban teachers believe that technology is an integral part of their classroom; and
3. urban teachers want more software and equipment in their classrooms. However, research indicates that rural schools do not have teachers with the same qualifications and confidence levels in technology integration as urban schools do. Lacking experienced and skilled teachers and technical training have been an ongoing problem for rural schools (Herselman, 2013). With regard to students, research show that students from rural or migrant schools score lower on all the Internet inequality indicators (digital access, autonomy of use, social support, Internet use and self-efficacy) and are therefore more disadvantaged in Internet usage status than their urban peers. Taking China as an example, there are 70,000 schools with computers and more than 10 million students who have mastered basic computer skills, but most of these schools and students are in cities, not in rural areas (Zhang, 2015). Researchers have also argued that students in low-income areas often use computers for repetitive activities, whereas students in high-income areas often use technology for higher-order thinking, problem solving, and other intellectually challenging activities (Songer, Lee, & Kam, 2022). Most studies examine the digital divide problem on single dimensions (teacher or student or technology only) instead of systematically and simultaneously considering teachers, students, and tools. For comprehensively examining digital divide problems, this study adopted the WST model and investigated both teachers and students' practices and viewpoints. Hopefully this study can broaden the knowledge on digital divide.

METHODOLOGY

This chapter deals with the method and procedure that will be used to carry out the study under the following sub-headings:

Design of the Study

The researcher's choice of correlational research design is because, the study will be aimed at ascertaining whether there is a relationship or association between internet resources and teaching of Economics in public secondary schools in Delta State.

Population of the Study

The population for this study is seven thousand, eight hundred and forty-seven (7847) public secondary school students in Delta State. The target population has its emphasis on public secondary school students only; Source: Post Primary Education Board, Asaba.

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Sample and Sampling Technique

A Purposive sampling technique was adopted. This is because, this is a type of non-probabilistic sampling technique in which the researcher relies on his/her own judgment when choosing members of the population to participate in their surveys. The sample for this study is two hundred and eighty (280) public secondary school students selected from seven (7) public secondary schools in Delta state. This is considered to be enough sample size for the study.

Research Instruments

The researcher used questionnaire and documentation as the major source of data collection. The instruments that is used to gather data for the study is tagged internet resources and teaching of Economics in public secondary schools in Delta State (IRTEPSSIDS) Questionnaire. The questionnaires were constructed using the modified likert type of four response options of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaires are divided into two (2) sections. The first section of each questionnaire consisted of items which will be used to generate the biographic data of the respondents. The second section of the questionnaire was made up of questions that the respondents were expected to give honest response on. 2.5 will be used as the critical point. Any item with more than 2.5 will be accepted while any item with less than 2.5 will be rejected.

Validity of the Instruments

Validity deals with the adequacy of the instruments for example; the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion. Nachmias (2018) positioned that Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment as was positioned. The instrument of the study was subjected to thorough screening by three lecturers in the Faculty of Education who are experts by restructuring the questions and pointed out very clearly where amendments and corrections where necessary needs to be made to establish both face and content validity, after which the researcher effected all the necessary corrections to give the original draft of the instrument a meaning.

Reliability of the Instruments

The reliability of the instrument was determined by Cronbach's Alpha reliability method using the IBM SPSS version 26 for its computation. The reliability coefficient of the instrument was computed as 0.824. The computation shows 82.4% indexes of correlations, an indication of high positive reliability. Therefore, this result confirms the suitability of the instrument for use in the collection of data for the main study.

Method of Data Collection

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The questionnaire and documentation are the main research instruments used for collection of data. The researcher administered the questionnaire to the respondents in the company of two other researchers on face-to-face basis. More so, the researcher employed documentation being a secondary source of data to add up to the already generated one from questionnaire (primary source).

Method of Data Analysis

The study employed statistical table to present basic personal information of the respondents while Pearsons Product Moment Correlation Coefficients is employed to answer the research questions posed by the study. Each of the test items will be assigned 1 mark. Mean is employed to analyze the responses gathered from the questionnaires. The criterion mean is 2.50 using the four-point response scale of Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1. Any mean score that fell between 2.50 and above was adjudged to be in agreement with the assessed variables while any one that fell below 2.50 was adjudged to be in disagreement with the assessed variables. Simple Linear Regression is utilized in testing the research hypotheses. It is used to analyze the data in order to ascertain internet resources and teaching of Economics in public secondary schools in Delta State. The hypotheses were tested at $p<0.05$ level of significance.

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

4.1 Presentation of Results

This chapter deals with the analysis and presentation of data extracted from the questionnaire and the testing of hypotheses. The structured questionnaire comprises of two sections (A - B) and a total number of 56 questions. The questionnaires were distributed and their answers to each of the question are analyzed in this section.

4.1.1 Research Question One

Research Question 1: To what extent are internet resources available for the teaching of Economics in public secondary schools and academic performance of students?

Table 1: Internet resources availability for the teaching of Economics and academic performance of students

Correlations

		INTERNET RESOURCES AVAILABILITY	ACADEMIC PERFORMANCE
INTERNET RESOURCES AVAILABILITY	Pearson Correlation	2	.773**
	Sig. (2-tailed)		.047

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	N	280	280
ACADEMIC PERFORMANCE	Pearson Correlation	.773**	2
	Sig. (2-tailed)	.047	
	N	280	280

**. Correlation is significant at the 0.05 level (2-tailed).

For significant correlation, sig. (2-tailed) will be less than 0.05. From the above table 1, the Pearson's correlation coefficient for research question 1 being .047 is less than 0.05. This shows that the test is significant. Also, the strength of the relationship is given by the numeric value of the correlation coefficient. From 0.10 to 0.29 means small or weak correlation, from 0.30 to 0.49 means medium correlation, 0.50 to 0.99 means large or strong correlation while 1 means perfect correlation.

The sig (2-tailed) is 0.773 which is equivalent to 77.3%. We can conclude that under research question one, there is strong significant, large and positive correlation between internet resources availability and academic performance of students in Economics.

4.1.2 Research Question Two

Research Question 2: How does the utilization of internet resources affect academic performance of secondary school students in Economics?

Table 2: Utilization of internet resources by secondary school teachers and achievement of their task goals

Correlations

		UTILIZATION OF INTERNET RESOURCES	ACHIEVEMENT OF TASK GOALS
UTILIZATION OF INTERNET RESOURCES	Pearson Correlation	2	.842**
	Sig. (2-tailed)		.027
	N	280	280
ACHIEVEMENT OF TASK GOALS	Pearson Correlation	.842**	2
	Sig. (2-tailed)	.027	

	N	280	280

**. Correlation is significant at the 0.05 level (2-tailed).

For significant correlation, sig. (2-tailed) will be less than 0.05. From the above table 1, the Pearson's correlation coefficient for research question 1 being .027 is less than 0.05. This shows that the test is significant. Also, the strength of the relationship is given by the numeric value of the correlation coefficient. From 0.10 to 0.29 means small or weak correlation, from 0.30 to 0.49 means medium correlation, 0.50 to 0.99 means large or strong correlation while 1 means perfect correlation.

The sig (2-tailed) is .842 which is equivalent to 84.2%. We can conclude that under research question two, there is strong significant, large and positive correlation between utilization of internet resources by secondary school teachers and achievement of their task goals.

4.1.3 Research Question Three

Research Question 3: To what extent does the use of internet resources for learning experience affects students' academic performance in Economics?

Table 3: Use of internet resources for learning experience and students' academic performance in Economics

Correlations

		USE OF INTERNET RESOURCES FOR LEARNING EXPERIENCE	ACADEMIC PERFORMANCE
USE OF INTERNET RESOURCES FOR LEARNING EXPERIENCE	Pearson Correlation	2	.855**
	Sig. (2-tailed)		.037
	N	280	280
ACADEMIC PERFORMANCE	Pearson Correlation	.855**	2
	Sig. (2-tailed)	.037	
	N	280	280

**. Correlation is significant at the 0.05 level (2-tailed).

For significant correlation, sig. (2-tailed) is less than 0.05. From the above table 1, the Pearson's correlation coefficient for research question 1 being .037 is less than 0.05. This

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shows that the test is significant. Also, the strength of the relationship is given by the numeric value of the correlation coefficient. From 0.10 to 0.29 means small or weak correlation, from 0.30 to 0.49 means medium correlation, 0.50 to 0.99 means large or strong correlation while 1 means perfect correlation.

The sig (2-tailed) is .855 which is equivalent to 85.5%. We can conclude that under research question three, there is strong significant, large and positive correlation between the use of internet resources for learning experience and students' academic performance in Economics

4.1.4 Research Question Four

Research Question 4: To what extent does the use of internet resources while teaching Economics in public secondary schools influence the level of understanding of the students on the subject?

Table 4: The extent of the use of internet resources while teaching Economics in public secondary schools and the level of understanding of the students on the subject

Correlations

		THE EXTENT OF THE USE OF INTERNET RESOURCES WHILE TEACHING ECONOMICS	LEVEL OF UNDERSTANDING OF THE STUDENTS
THE EXTENT OF THE USE OF INTERNET RESOURCES WHILE TEACHING ECONOMICS	Pearson Correlation	2	.810**
	Sig. (2-tailed)		.028
	N	280	280
LEVEL OF UNDERSTANDING OF THE STUDENTS	Pearson Correlation	.810**	2
	Sig. (2-tailed)	.028	
	N	280	280

**. Correlation is significant at the 0.05 level (2-tailed).

For significant correlation, sig. (2-tailed) will be less than 0.05. From the above table 4, the Pearson's correlation coefficient for research question 4 being .0028 is less than 0.05. This shows that the test is significant. Also, the strength of the relationship is given by the numeric value of the correlation coefficient. From 0.10 to 0.29 means small or weak correlation, from 0.30 to 0.49 means medium correlation, 0.50 to 0.99 means large or strong correlation while 1 means perfect correlation.

The sig (2-tailed) is .810 which is equivalent to 81.0%. We can conclude that under research question four, there is strong significant, large and positive correlation between the extent of the use of internet resources while teaching Economics and level of understanding of the students on the subject matter.

4.1.5 Research Question Five

Research Question 5: What is the influence of internet resources on social connections/community engagement of secondary school students in Economics class?

Table 5: The influence of internet resources and social connections/community engagement of secondary school students in Economics class

Correlations

		INFLUENCE OF INTERNET RESOURCES	SOCIAL CONNECTIONS/COMMUNITY ENGAGEMENT
INFLUENCE OF INTERNET RESOURCES	Pearson Correlation	2	.705**
	Sig. (2-tailed)		.010
	N	280	280
ACADEMIC PERFORMANCE	Pearson Correlation	.705**	2
	Sig. (2-tailed)	.010	
	N	280	280

**. Correlation is significant at the 0.05 level (2-tailed).

For significant correlation, sig. (2-tailed) will be less than 0.05. From the above table 1, the Pearson's correlation coefficient for research question 1 being .010 is less than 0.05. This shows that the test is significant. Also, the strength of the relationship is given by the numeric value of the correlation coefficient. From 0.10 to 0.29 means small or weak

correlation, from 0.30 to 0.49 means medium correlation, 0.50 to 0.99 means large or strong correlation while 1 means perfect correlation.

The sig (2-tailed) is .705 which is equivalent to 70.5%. We can conclude that under research question five, there is significant, large and positive correlation between the influence of internet resources and social connections/community engagement of secondary school students in Economics class

Discussion of Findings

It was initially believed that the use of internet resources does not improve teaching of Economics in public secondary schools in Delta State and not all use of internet resources is productive to the students, The findings of this study, however, proved otherwise.

Economics students do not have all that access to internet mostly from their institutions for academic works. This is characterized by limited duration and restriction of user autonomy if at all they are available. The alternative source is the use of handset and cybercafe which is also costly, this, however, have limited access. The students of Economics in public secondary schools in Delta State claimed to be skillful in the use of internet resources while the application of internet resources on their work improved their academic performance.

Another major purpose is that Economics students use Internet resources is communication and social interactions among their mates, friends and teachers. This primarily involves sending and receiving electronic mails which are indirectly related to academic purposes. Students of Economics use internet resources as supplementary information to what is given to them by their teachers. This emphasized the nature of their subjects; they are more of people oriented. This may be the reason why they claimed that their survival as students of Economics is not only dependent on available internet resources, but also on people around them.

Conclusions

This study explained internet resources and teaching of Economics in public secondary school in Delta State. It was successful in demonstrating a clear relationship between internet resources and teaching of Economics in public secondary school in Delta State. Thus, the following conclusions were made from the study:

5.2.1 Students of Economics use internet resources for academic work and for receiving e-mail. Internet resources also serve as complimentary to what teachers teach in class, rather than as means of survival for their academic programme. The internet resources improve knowledge acquisition and encourage information exploitation for technological development.

5.2.2 In a particular way, this study demonstrated that specific factors such as the internet resources availability, utilization of internet resources and use of internet resources for learning experience are statistically related and also have influence on academic performance of students in Economics, achievement of task goals, level of understanding of the students on

Economics, social connections/community engagement of secondary school students in Economics class and job satisfaction of teachers while teaching Economics.

Recommendations

The following recommendations are made based on findings:

1. The government should provide adequate internet resources for effective teaching and learning of Economics in public secondary school schools in Delta State.
2. The government should embark on training and retraining of teachers for effective teaching of computer education through short-term courses, seminars, workshops and conferences.
3. The government should ensure regular supply of electricity for effective use of internet resources for the teaching of Economics in public secondary school schools in Delta State.
4. Infrastructural facilities such as computer laboratory and computerized library should be provided for effective teaching of Economics in public secondary school schools in Delta State.
5. The government should employ technicians for repair and maintenance of internet resources being used in the teaching of Economics in public secondary school schools in Delta State.

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