

Utilization of Internet and Agricultural Education Lecturers' Job Performance in Tertiary Institutions in Akwa Ibom State

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Abstract

This study investigated the utilization of internet and job performance of agricultural Education lecturers in tertiary institutions in Akwalbom State. One null hypothesis was formulated to direct the study. The study employed survey research method and purposive sampling technique. The entire population of agricultural education lecturers (28) was involved in the study. The instrument used for data collection was a questionnaire called InternetUse and Agricultural Education Lecturers' Job Performance Questionnaire (IUAELJPQ). Pearson Product Moment Correlation statistical tool was used for data analysis. The findings of the study indicated that there was significant relationship between utilization of internet and job performance of agricultural education lecturers in tertiary institutions in Akwalbom State. It was recommended among others that to enhance the utilization of internet and job performance of agricultural education lecturers working in tertiary institutions in Akwalbom State, sustainable internet connectivity and electricity supply should be ensured.

Keywords: Internet, Agricultural Education, Job performance, Information and Communication Technology (ICT), Tertiary institution.

1. INTRODUCTION

Information age is characterized by the free flow of information made possible with the recent adoption, application and utilization of the modern information and communication technologies (ICTs) in information management, processing, storage, retrieval and dissemination. ICT components include e-mail, computers, equipment and other related facets which are useful for the enhancement of information management and utilization in applicable setting. ICTs also encompass a range of rapidly evolving technologies including telecommunication technologies (telephony, cable, satellite, TV and radio, computer-mediated conferencing, video conferencing) as well as digital technologies (computers, information networks, internet, World Wide Web, intranets and extranets) and software applications (Agbulu & Ademu, 2010).

Tertiary institutions are established to take care of the training need of students, lecturers, researchers and other community of scholars. One of their missions is to provide quality information service and knowledge products (print and electronic) to resident community of scholars. In order to function and provide timely information at a faster speed, administrators should realize the important role ICTs play in the job performance of the workforce (lecturers). All the functions and services that academics in tertiary institutions used to provide manually can be provided now through the use of ICTs which can do things better and faster.

The revolution of ICT is now making great impact in all fields of knowledge including agricultural education. Agricultural Education is a formal academic programme of instruction systematically organized for in-school learners who are willing and ready to be prepared for a teaching career in agriculture. As an academic programme, Agricultural Education stresses in its content those professional skills required by a learner in professional education and vocational/technical areas of agriculture. The vision is to produce globally competitive teachers who will contribute significantly to development through quality research and teaching. Agricultural Education Programme is hinged on the national philosophy of agriculture. It emphasizes

selfreliance based on the production of professional teachers of agriculture endowed with balanced approach between principles and practice of agriculture for academic and skill development ends. The objectives of Agricultural education programme at the tertiary education level include:

- To produce graduate teachers with the right attitude, knowledge, and professional competences in agriculture.
- To produce teachers who will be capable of motivating students to acquire interest in and attitude for agriculture.
- To develop in the prospective teachers of agriculture appropriate communicative skills for effective communication of agricultural information and skills to the students in the context of their environment.
- To equip the prospective agricultural educators with adequate knowledge and ability to establish and manage model school farm effectively.
- To provide a sound background to enhance further academic and professional progress of prospective agricultural educators.
- To provide the high-level academic manpower in agricultural education needed at colleges of education, polytechnics, monotechnics, and universities.
- To provide a sound background in research skills and knowledge to enhance further academic and professional progress of prospective agricultural educators (Ben, 2014:1706).

The advent and prevalence of ICTs have actually impacted on the job performance of lecturers of agricultural education. The technological innovation and information explosion in different formats have impacted positively on lecturers of agricultural education, especially in the use of internet. Some of the opportunities presented by ICTs to Agricultural education lecturers according to Agbulu & Ademu (2010) are organization of information for use, capacity building, management information system, instructional material sourcing and digital academic resource sharing and document delivery.

Job performance is a well-researched concept because of its importance in determining efficiency not only among organizations, but also among individuals. There is no consensus has been researched in terms of its conceptual and operational definitions, relationship with other variables, and effectiveness as a measure of efficiency and/or productivity in an organization. Agricultural Education lecturers' job performance conventionally connotes work related activities expected of Agricultural Education lecturers and how well those activities are executed. Many tertiary institution administrators assess the job performance of each Agricultural lecturer on an annual or quarterly basis in order to help them identify suggested areas for improvement. Agbulu & Ademu (2010) submit that the use of information technology by agricultural teachers provides significant benefits in work measurement, cost reduction, productivity improvement and better services.

The use of ICTs in agricultural education has been recorded. As enumerated by Alton, Williams and Millers (2003), instructional technology can be traced back to World War II when the government produced thousands of military training films. Other learning materials such as still photographs, audio recording, filmstrips, transparencies, and slides were also used for instruction as well to achieve specific outcomes in military personnel. In the 1950s, tertiary institutions started creating courses in audiovisual production. Coloured slides (35mm) and easy-to-use cameras gained popularity. Mechanical systems such as LeRoy and Letter guide were commonly used in lettering posters and displays. The 1960s and 1970s saw increased use of 35mm slides and the carousel projector. The thermal process and later the electrostatic process

made it easy to create transparencies from a typed page. The 1980s marked the progression from hand to computer media in instructional technology. VCRs, videodiscs, and laser printers emerged, and personal computers began to appear in schools, offices, and homes. Additional developments in the 1990s included scanners, CD-ROMs, digital cameras and the internet.

Job performance is arguably one of the most important variables of interest to educators, businesses, the government, and society. Researchers and businesses are just now reaching consensus on common definitions and conceptualizations of job performance. Rotundo (2000) presents an integration and summary of the body of literature that has emerged in defining job performance. She that although researchers provide their own conceptualization of job performance, a typical definition focuses on behaviors or actions of individuals, not results or outcomes of these actions and behaviors. She discusses some of the problems with various definitions of job performance and stresses that an accurate measure of job performance includes the direct observation of behavior. She also suggested that job performance should be defined in terms of behaviors rather than results. She also defines performance as behaviors that are related to the goals of the organization. Ben (2010) defines performance as those actions or behaviors under the control of the individual, that contribute to the organization's goals, and that can be measured according to the individual's level of proficiency, a definition that is consistent with the others. The definitions of job performance reviewed here have some common features. These features include a focus on behaviors that are under the control of individual not results and on behaviors that contribute to the goals of the organization. Job performance needs to be differentiated from other measures of performance that are sometimes used interchangeably, often incorrectly so. Unlike performance, this focuses on actions and behaviours, individual effectiveness as an evaluation of the results of an action. Productivity is another term that is often confused with job performance. Conventionally, Productivity can be defined as the ratio of outputs relative to inputs into some production process. Outputs can include the number of units produced, the quality of the units produced, where inputs can include raw materials, time, or effort. Although productivity has been used as an index of how well an organization is doing, It should be noted that productivity as an index of job performance reflects a different construct. Researchers strongly recommend that performance be defined in terms of behaviours that are under the control of the individuals and that contribute to the goals of the organization.

Although it is common to find the words job performance, effectiveness, or productivity used interchangeably, this practice is inappropriate as these terms reflect different aspects of employees or the organization. Rotundo (2000) argues that job performance should be defined to include a wide range of job behaviors and that some behaviors contribute to the employee's duties and responsibilities, while other behaviors still affect the goals of the organization but do not fall under duties and responsibilities. Researchers have attempted to classify these behaviors into different components of job performance. These are communication, job knowledge/skill, productivity, client and user focus, technology skill, problem solving, interpersonal relationship, team work, flexibility, creativity and innovation, and dependability.

Job Knowledge/ skills refer to certain job skills necessary for the effective completion of job tasks and responsibilities. While this will vary from position to position, judging whether an employee is meeting standards in key areas is the key issue here. Communication is an essential part of every job and should be a key performance indicator in employee evaluations. Here how well a staff communicates with clients and colleagues is the focus. It can be defined in terms of interpersonal communication skills, written and verbal skills. In decision-making behaviour, employee is ranked on how he/she fares in this area by evaluating major or difficult decisions that have been made during the previous assessment period. It considers whether an employee

regularly approaches management or colleagues for assistance in choosing a path to pursue, or if he/she is confident and makes well-educated decisions on her own. Work habits focuses on staff's work disposition, including time management, meeting deadlines, arriving for work on time and being reliable. This will help evaluate not only whether the staff understands the responsibilities of his/her job, but carries them out in an efficient and consistent way on a daily basis.

There is tacit consent that a relationship exists between use of internet by agricultural education lecturers and job performance. It is pertinent to empirically confirm this fact. This was the crux of this study.

2. STATEMENT OF THE PROBLEM

In every tertiary institution offering agricultural education as an area of discipline, lecturers play important roles and act as pivot for learning. The duties of lecturers include among others instruction delivery (teaching), instructional material acquisition, evaluation and research. Until recently, agricultural education lecturers in tertiary institutions in AkwaIbom State, Nigeria depended almost entirely on the manual method of performing their professional jobs with its attendant inadequacies. Such adverse consequences include the use of ineffective instruction delivery, mutilation of examination and other academic records, fruitless efforts at tracing and acquisition of some instructional materials leading to time and energy wastage as well as difficulty in retrieval of important information and documents. The conventional method is also subject to perennial backlogs and errors in service delivery. Hence the agricultural education lecturers get so fatigued and often end in frustration, resentment and ultimately job work performance.

Presently, the internet has become a major tool for performance of academic duties including the acquisition of instructional materials. The advent of the internet has enhanced the access of library and research materials from remote locations by agricultural education lecturers. To enhance the performance of their professional work role, agricultural education lecturers are now trained to develop the competencies to carry out effective searches on the web and other electronic databases. Specifically, they are made to acquire ICT skills in database management and web utilization, web navigation e-mail management skills, windows explorer skills etc. Consequently, agricultural education lecturers are expected to utilize internet in the performance of the jobs of acquisition of instructional materials, online information retrieval, electronic document delivery and personal web portal. With this, significant changes and improvement is expected in their job performance. The application of internet has caused significant fast changes in lectureship, where digital and electronic software complement, and in some cases replace traditional settings. The problem is that agricultural education lecturers who are confronted with this radical change sometimes experience shock, confusion and become disoriented. Some agricultural education lecturers are still out of touch with reality of utilizing internet in the performance of their work roles. This is why the researcher wants to find out the extent to which utilization of internet has related to agricultural education lecturers' job performance in tertiary institutions in AkwaIbom State.

3. PURPOSE OF THE STUDY

The main purpose of this study was to examine the utilization of internet and job performance of agricultural education lecturers in tertiary institutions in AkwaIbom State. The specific objectives of the study was to find out if the use of internet relates to agricultural education lecturers' job performance in tertiary institutions in AkwaIbom State.

4. STATEMENT OF HYPOTHESIS

This hypothesis was formulated to guide the study: The use of internet does not significantly

relatetoagriculturaleducationlecturers'jobperformanceintertiaryinstitutionsinAkwaIbomState.

5. LITERATURE REVIEW

The utilization of internet and agricultural education lecturers' job performance.

One of the most significant achievements in the ICT sector is the introduction of advanced communication network, the internet. This is the technology connecting a computer with millions of computers in the network. The internet today has become one of the most important modes of communication and its services are being exploited by people in every work of life including agricultural education. Tertiary institutions do project their collections and activities on the site and supplement their services by exploiting the internet. The scope is unlimited. All that is required is selective and imaginative applications to activities.

The term internet has been coined from a concept, inter-networking to denote interaction between networking of computers. It is an umbrella under which different networks, small and big, freely exchange information across the globe. Internet, thus, can broadly be defined as worldwide network of computers communicating via an agreed upon protocol (rules for exchange of information) (Tadasad, 2002). It provides access to the most diversified source of information hosted by individuals and various organizations worldwide on a vast network of servers. The web pages loaded on various servers provide variety of information in the form of text, graphics, animation, multimedia, etc. either free of cost or for a modest fee. The main characteristic of internet and the www as highlighted by Tadasad, 2002: 342are:

- Users across the world can connect or access information irrespective of time and space factor.
- Point to point communication, rather than one to many broadcast communication.
- Provides access to large number of databases.
- The facility of hyper linking from one server to another by clicking on a highlighted word which enables the user to directly switch to another data source, on the other side of the world.
- Instant and interactive community creation on a global base

The internet therefore, is a vast electronic library made up of millions of pages of information stored in hundreds of thousands of linked computers across the globe. The Web has brought to the desk top, not only metadata of teaching and learning sources like bibliographic databases and table of contents of books , but also full text of journals, preprints, technical reports, patents, courseware, etc. Enumerating on importance of internet to instructional material sourcing, (Tadasad, 2002) maintained that internet has become a part of tertiary institution environment today. It has added a great value to the educational and information services. With the expansion of internet, a new class of electronic document has emerged. Internet was at once promising and attractive for its obvious advantage of speed and transmissibility and profoundly elusive and confounding to the university community because of its intangibility and malleability. Within the last ten years, the internet has become global and ubiquitous. It reaches in hundreds of countries of all continents and is featured daily in the business of instructional material procurement, conservation and preservation.

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Internet according to Satyanarayana (2009) is playing an important role in transforming the tertiary institution system, in the areas of educational and instructional resources acquisition and the instructional delivery. Internet provides links to various instructional resources acquisition sites, specializing in almost every topic and academic discipline and they can be accessed directly from any part of the world. With an internet connection, any university in Nigeria can browse through the documents anywhere in the globe.

Satyanarayana (2009) pointed out that the Net provides instant access to billions of instructional material sources which include specimens, books, reports, journals, video films, sound recording and wide variety of other sources. On the job performance and internet, Satyanarayana (2009) maintained that agricultural education lecturers have a vital role to play in organizing the information and bridging the information gap in their area of specialization. As highlighted by him, internet has created some of the following new and different service operations:

- By designing clearly organized, easily accessible and well published instructional material acquisition web sites, agricultural education lecturers can play the librarianship to the use of information technology and seize a leadership role in both fields.
- Books and journals can be ordered online, technical processing of the documents too can be done without much effort.
- E-mail services can be used for delivering information to the students and communicating with the fellow professionals.

Internet has thus integrated nearly all teaching learning activities. Under these circumstances, instructional resource sharing and cooperative functioning of the tertiary institutions through internet also become vital. The utilization of facilities however largely depends on getting internet connection and exploiting its services and resources for providing better access to global information.

The internet can be viewed as the biggest instructional resource base in the world if properly structured and organized and standardized rules of classification or access observed. Recent literature shows that the best search engine on the internet allows access to only approximately 30% of the instructional resource information (Tadasad, 2002). Tadasad, (2002) maintained that the information on the internet is stored in an unstructured way with innumerable databases, each having its own searching interface, also the volatile nature of sites, lack of information on these sites will come in the way of accessing the internet. Internet as an instructional material source as pointed out by Tadasad(2002) has many other challenges such as lack of comprehensiveness, coverage, the inability to distinguish between popular material and research work, lack of controlled vocabulary and also a casual approach of the web page designer often makes the web databases more difficult to search.

Agricultural educators can play a greater role in identification, listing, and classifying instructional material source and providing systematic approach to accessing the required information. This way they can take rightful place as human agent alongside the search engine in searching the internet.

Rayan (2004) in a study on role of internet in discharging agricultural educators' functions confirmed that internet is playing an important role in discharging the functions of agricultural educators. He opined that internet is changing the ways the agricultural educators organize, manage and disseminate information. With more and more documents getting published electronically and internet resources growing at 18% a month, agricultural educators of 21st Century will have to shift towards electronic means of acquiring, processing and disseminating instructional material source information. Today all sorts of instructional material source services from acquisition to delivery can be offered through the internet.

Rayan (2004) enumerated some of the important instructional material source services that can be offered through the internet as follows:

Acquisition of documents: Internet has made simple and speedy purchase of instructional material sources/documents like books, journals and electronic publications. A number of commercial databases are available for the agricultural lecturers to exploit viz the CAB abstracts, Agricola, Medline, Agris, Biological Abstracts, Compendex, etc. of Dialog and BRS Information Technology. Most of the publishers and booksellers have their web sites on the internet and place their regular catalogue and leaflets of new publications. Some of the publishers of primary journals like American Chemical Society, IEEE (USA), and Elsevier Science Publishers are providing their journals online. The IDRC, Canada is providing books on research and development that can be ordered online through the URL <http://www.idrc.ca/bookhque>. IDRC also publishes its best reports online which are available at web site <http://www.idrc.ca>. CAB Publishing has recently launched a series of subject specific online communities catering to the needs of lecturers and researchers, each community will feature comprehensive abstract databases with 25 years archive. Examples of some of the useful set of links available through the internet for acquisition are:

- Association of learned and professional society publishers, <http://www.alsp.org.uk/member.html>.
- Ingentia Journals provides access to bibliographical information from more than 550 journals from Academic Press, Royal Geographical Society, White House Press and Harwood Academic, etc. and can be searched without restriction <http://www.ingentia.com>
- ARL Directory of Electronics Journals produced by Association of Research Libraries gives information on electronic 20 journals and newsletters along with details of the subscription.
- Britannica Online offers the world's first online encyclopaedia. The tertiary institutions can provide access to the readers by paying some registration fee. The Britannica Online has advantage of accessing articles not yet in print, and Britannica Book of the Year <http://www.eb.com/>
- Amazon.com books web site provides access to greater selection of books with over one million titles which is searchable by keywords, author, title or subject. The site also has provision for purchase, via Netscape's secure commerce server or over the phone. <http://www.amazon.com>.

- Agricultural education lecturers can easily browse through the current publications available on various web sites in their area of interest, confirm the prices, etc. and place orders online. Any discrepancy in the invoices or bills, edition of books, printing, etc., can be clarified within minutes through e-mail and much of the paper work is reduced. It is estimated that within the next 5-6 years the internet will become the mechanism for distribution of three quarter of the specialized journals and also the major medium for transfer of research information.

Internet has become the primary mode of communication which carries more than the combined total of the postal services of all countries in the world put together by the turn of the century. It is an important means of communication which provides a cheap and efficient means of mail transfer. Agricultural education lecturers can use this facility extensively to communicate with the publishers, book sellers and vendors of the other instructional material sources across the globe. The most popular means of communication on the internet is e-mail. Like the snail mail, there are also mailing lists to address groups of people. These mailing lists often can serve a valuable resource for the agricultural lecturers.

With the advent of internet, major libraries holding instructional material sources are now available online through internet and hence directly accessible from any part of the world. Lecturers can have access to the catalogue of various libraries attached to the universities and colleges in the world and accordingly place a request for their users. The increase in the cost of instructional material resources for agricultural education disciplines in recent years has meant that the libraries have been able to provide less and less access to research literature through their in-house collection. Also with the financial constraints, the agricultural education lecturers are seeking alternative means of providing access to instructional material resources. The problem of print journal and the concomitant development of computers and communication technologies have led to the development of electronic alternatives to print journals, i.e., in various forms of electronic journals. Recently a number of publishers have agreed to offer their journals electronically to libraries through First Search Electronic Collection Online. This enables the libraries to subscribe a large collection of academic journals from many publishers from a single www interface that support cross journal searching and extensive browsing. According to Noble (2006) First Search Electronic Collection Online is one of the first online systems to address the key issues necessary to make the transaction from paper to electronic journals. The system can accommodate thousands of journals and tertiary institutions can choose the journals they want to include in their electronic collection and journals will be loaded in their entirety on or before their publication date.

Lecturers using Electronic Collection Online will be able to access them remotely through www. The users will be able to search and browse citation from journals, abstracts and complete articles from journals subscribed by their academic institutions. Further this service combines the cost benefit associated with remote access to data with the advantage of local collection management.

Schuman (2006) suggested that lecturers can play an important role in disseminating information by creating their web site. Through their sites he maintained, they can inform about various services, products, events, and courses offered by them. The most important point for lecturers in designing a web site as enumerated by Schuman (2006) is to consider primary audience and provide information relevant to their instructional material resources needs. Since most information is generally available in other sites, the lecturers' role gets emphasized in organizing the information in their web pages land by providing links utility as they save time over the print volume and money over the online databases. In essence, combining information or links to other information in ways not previously done can add value to the information and

consequently to the web site. To provide easy access to the instructional material resources websites the lecturers need to heed on some basic rules. These rules as enumerated by Schuman (2006) are as follows:

- The Uniform Resource Locator (URL) of the website should be related to the subject content, easy to remember.
- The files should be short to ensure fast loading. The web pages often load slowly because the file is too large or contain too many pages in this case the file may be split into multiple files to give easy access to the file.
- The information in the web pages should be categorized for clarity using headings, breaks, paragraphs, etc. which can be done by using HTML codes.
- To ensure the audience to quickly ascertain what specific information the library web pages provide, the pages must be provided with the explanatory notes.
- The lecturers also need to provide brief, clear and informative statement regarding the content of their web pages in the web site so that effective hyperlink can be provided.
- Lecturers while designing their web pages should try to provide as much original material as possible.
- Although web pages provide list of hypertext link to remote or documents located on other servers can be dangerous as servers may crash or there may be a change of address. Under this situation the users may receive 'file not found'. If there are too many concurrent users on the distant server the audience will have to wait longer to access the file.
- The lecturer should try to provide as much original information as possible. Original material refers to the text file containing hypertext documents located on their own server.
- To house material on the lecturer' server, it has to be typed, scanned or copied, then converted into hypertext format.
- Having too many full text documents the server could also create traffic congestion because the individuals will access the server for longer period of time.
- The lecturers should strive to provide a mixture of hypertext links to documents owned by others and full text documents located on one's server. This mixture gives the web pages more credibility and adds value to the information while decreasing the frustration resulting from too much reliance on other websites.
- lecturers should also provide mechanisms for communicating with their users and moving them between their web pages, generally when individuals read books they often have question such as when it was written how to contact the authors, whether new editions are forthcoming or where other similar books are located.
- The lecturers can also monitor the usage of their server and particular files by placing counter software in the home page. Counter software monitors traffic on the server, and provides periodic statistical reports summarizing which file are being accessed most and redefine their web page to meet the reader's needs and strategically place administrative links on highly used pages.
- Similarly the audience response and statistical feedback enable the lecturers to create new titles and include statements like date of modifications and like 'What's New' and date of last modified hypertext links. Date last modified gives credibility to the web files.
- To keep the audience aware of new material, lecturers may include links to those materials at the top of the home page and other heavily used pages. This provides greater access to new

materials and allows promotion of continued growth of web sites.

- Once the links are placed, the lecturers should also consider the aesthetic appearance of the web pages since the colour, text, hypertext links and background, etc. generally influence the use of the web site.
- The lecturers need to effectively publicize their web site through forums to which the users pay particular attention. Newsletter and electronic discussion groups may be used for this purpose.
- Publicizing the web site to diverse audience users, lecturers can register their web sites URL with major search engines like Yahoo, Google, Bing etc. and providing brief descriptions of their contents.

Lee (2006) study reveals that few lecturers in Nigerian universities use the internet in instruction delivery. Lecturers use internet to access research materials and e-mail. On the impact of the internet on lecturers' job performance, the findings revealed that the internet contributed significantly to the ease of work done by the lecturers; that the internet has broken down barriers of communication and information access from anywhere in the world. It is fast reliable and does not have restrictions on content or format. He found out also that the internet had become a vital instrument for teaching, research and learning process and also noted there are great benefits of the internet over conventional documents.

Kumar and Kaur (2005) in their study examined internet use on teaching by academic staff of the University of Technology in Nigeria. The analysis revealed that academic staffs use internet service for research and teaching purpose. Also Ani (2005) pointed out that, internet is well-established feature in many renowned universities and this has impacted positively on the changing role of lecturers as observed in the areas of instruction delivery, instructional material resource collection, development and acquisition. He added that internet has greatly enhanced the efficiency and effectiveness of lecturers.

6. METHODOLOGY

The research design adopted for this study was the survey research design. The area of this study is Akwalbom State, one of the 36 states of the Federal Republic of Nigeria. The population of the study consisted of all 28 agricultural education lecturers working in tertiary institutions in Akwalbom State. Since the population was small, the entire population of respondents was involved in the study. The instrument that was used for collection of data for the research was a questionnaire called Internet Use and Job Performance Questionnaire (IUJPQ). This was a 15 – item questionnaire divided into three sections. Section A contained information on demographic data of the respondents. Section B elicited information on the use of internet, while section C addressed agricultural education lecturers' job performance. Cronbach Coefficient Alpha Method was used to estimate the reliability of the instrument and this yielded correlation coefficient which ranged from 0.75 and 0.95 for use of internet, and agricultural education lecturers' job performance respectively. These reliability estimates were considered appropriate and suitable in terms of internal consistency of the instrument. The data for this study was collected by serving questionnaire to respondents in the tertiary institutions being studied. Pearson Product Moment Correlation statistical tool was used for data analysis.

7. RESULTS

Hypothesis one

The use of internet does not significantly relate to agricultural education lecturers' job performance in tertiary institutions in Akwalbom State.

The independent variable in this hypothesis is use of internet while the dependent variable is agricultural education lecturers' job performance. Pearson Product Moment Correlation Analysis was used to test this hypothesis. The result of the analysis is presented in Table 1.

Table1. Pearson Product Moment Correlation Analysis of the relationship between use of internet and agricultural education lecturers' job performance (N=28)

Variable	X	ΣX	ΣY	ΣX ²	ΣY ²	ΣXY	r-cal
Use of internet	16.53	7360		1084921		32808593	2.08
Agricultural education lecturers' job performance			2290		1048820		

P = 0.05; df = 26; t-tab. = 1.960

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 2.08 was higher than the critical r-value of 1.960 at 0.05 level of significance with 26 degree of freedom. With this result the hypothesis was rejected. This implied that the use of internet had significant positive relationship with agricultural education lecturers' job performance. The positive r-value implied that the higher the use of internet, the higher the agricultural education lecturers' job performance tended to be. On the other hand, the lower use of internet, the lower the agricultural education lecturers' job performance.

8. DISCUSSION OF FINDINGS

Use of internet and agricultural education lecturers' job performance.

The findings in this aspect of the study showed that there was significant positive relationship between use of internet operations and agricultural education lecturers' job performance. This finding was in agreement with that of Lee (2006) whose study was set out specifically to determine the state and the feature of internet in tertiary institution in Nigeria. His findings which collaborated that of this study revealed that tertiary institutions in Nigeria have an edge on the availability and application of ICT to routine material procurement practices. The study also revealed a high level of internet awareness and application in job performance among lecturers in the country, and a bright feature for academics. Kumar and Kaur (2005) see it as a way in modernizing the process of lecturers' job performance.

The findings of this study also agreed with Igun (2006) which revealed that all the respondents (lecturers) have access to internet in their offices. It was also established that the internet contributed significantly to ease of work done by the lecturers. It is fast, reliable and does not have restrictions on content or format. Also in consonance with the finding of this study, Asemi (2005) in his study shows that all the respondents (lecturers) used the internet frequently in their routine lectureship duties. It was revealed that 75% of the lecturers searched for scientific information through the internet because the university library provided access to various databases and online journals for all the students and staff. He also noted there are great benefits of the internet over conventional document.

The finding of this study also agrees with Ani (2005) who revealed that internet is well-established features in many renounced university in Nigeria. This is evident in the changing roles of lecturers as observed in the areas of instructional materials collection, development and

acquisition etc. In support of this view, Lee (2006) says that in the university, the internet is one of the most viable tools used by lecturers to obtain important information. That, with internet it is possible to send out orders to publishers and producers of agricultural education instructional resources e. g. equipment in a quick and cheaper rate.

The finding is also in agreement with Ani (2005) in his investigation of the extent of use of internet in Nigerian universities. Finding in this regard shows that many universities in Nigeria constantly use the internet. As it facilitates online access to the world of information and aids in information exchange. The implication of this is that ICT encourages globalization and speed thereby guaranteeing lecturers immediate supply of needed information in an electronic form from any participating automated academic setting.

Noble (2012) corroborated the findings of this study. He enumerated extensively on internet as the most contributory ICT tool that has effectively assisted academics in the performance of their conventional jobs. According to him, internet has made simple and speedy purchase of instructional material sources and documents like books, journals and electronic publications, equipment, specimens etc. A number of commercial databases are available for agricultural education lecturers to exploit viz the CAB abstracts, Agricola, Medline, Agris, Biological Abstracts, Compendex, etc. of Dialog and BRS Information Technology. Most of the publishers and booksellers have their web sites on the internet and place their regular catalogue and leaflets of new publications. He pointed out that the lecturers can easily browse through the current publications available on various web sites in using internet facilities in their area of interest, confirm the prices, etc. and place orders online. Any discrepancy in the invoices or bills, edition of books, printing, etc., can be clarified within minutes through e-mail and much of the paper work is reduced. On resource sharing and the internet, Noble (2012) reiterated that with the advent of internet, major instructional material sources are now available online through internet and hence directly accessible from any part of the world.

9. CONCLUSION

Internet utilization has significant relationship with agricultural education lecturers' job performance with respect to acquisition of teaching materials, acquisitions of instructional material resources etc. It provides agricultural education lecturers significant benefits in work measurement, cost reduction, productivity improvement and better services.

10. RECOMMENDATIONS

Based on the findings of this study, the following recommendations were made:

- Agricultural education lecturers working in tertiary institutions in AkwaIbom State should be trained on the utilization of internet in the acquisitions of instructional materials.
- To enhance the job performance of agricultural education lecturers in tertiary institutions in AkwaIbom State, sustainable internet connectivity and electricity supply should be ensured.
- Tertiary institutions in AkwaIbom State should be adequately funded to cater for internet facilities to enable their effective utilization by lecturers in their work performance.
- The management of tertiary institutions in AkwaIbom State should encourage lecturers of agricultural education to use internet in instructional delivery to optimize their job performance.

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