



Research Paper

Economics Teachers' Awareness and Readiness Towards the Use of Podcasting for Teaching and Learning in Bodinga Local Government, Sokoto State-Nigeria

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Abstract

This study investigated the economics teacher's awareness and readiness toward the use of podcasting for teaching and learning in secondary schools in Bodinga's local government area of Sokoto state, Nigeria. Descriptive survey research was used. Qualitative saved as a mode of data collection. The populations of the study were all from secondary schools in the Bodinga local government area, the sample was drawn from four secondary schools in Bodinga local government, Sokoto state Nigeria. Eight economics teachers were used as samples, two from each secondary school. Three objectives and three research questions were formed to guide the study. Data Blank was used as an instrument for data collection, developed by the researchers. The instrument has two parts, A and B, part A is for demographic information by the respondents, while part B contains items on teachers' awareness and readiness towards the use of podcasts for teaching and learning. The data obtained was analyzed. Results of the study showed that economics teachers are not aware of the use of podcasts for teaching and learning. It also revealed that economics teachers are ready to use podcasting in their teaching and learning. Economics teachers have no knowledge and skills regarding the use of Podcasting. The study recommends that economics teachers be mobilized and educated/trained on the use of podcasting for teaching and learning in secondary schools to improve teaching and learning.

Keywords *ICT; podcasting; teaching; learning*

INTRODUCTION

Economics is one of the social science subjects in senior secondary schools in Nigeria and is important to students and society at large because it cuts across all spheres of human endeavor. When students learn it, they can apply it to situations. Economic education focuses on the scholarship of teaching and learning economics as a subject. It encompasses the content to be taught, methods of teaching, evaluation of those methods, and information of general interest to teachers of economics in elementary through graduate school. Economic education is extremely important because it is vital to the future health of our nation's economy. The purpose of economic education is to create responsible citizens and effective decision-makers. Economic education is a very crucial subject that many of our nation's schools tend to overlook (Van, 2015). Information and communication technology (ICT) is extending the boundaries to secondary school education in Bodinga local Government area, Sokoto state, and Nigeria in general. Bodinga Local Government

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Area is situated in Bodinga town, as the area council is made up of Bagarawa, Danchadi, Dingyadi, Badawa, Sifawa, Lukuyawa, Jirago Miyo, Kwacciyar Lalle, Kulafasa, Mazan-Gari, Takatuku, Madorawa and Bodinga. The adoption and use of science and technology facilitate effective learning. The internet has emerged as the most accessible and affordable resource for unlimited access to a wide range of authentic content in today's society. Undoubtedly, wireless technology can be used for leisure as well as for academic purposes. Indeed, mobile phones such as smartphones have been useful for learning purposes. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2013) stressed that students should be fully equipped to live effectively in this modern age of science and technology and possess the mind of scientific and reflective thinking. It is therefore important for teachers to possess the basic knowledge of information and communication technology and its impact on teaching and learning. The sharing of digital audio and video data is referred to as podcasting. These files can be accessed immediately from the desktop or transferred to a portable media device, such as an MP3 player, to be listened to. These resources can be manually downloaded from the Internet or sent to subscribers automatically. Podcasting is a term introduced through the use of Apple Computer, Inc.'s iPod, a term which denotes how a portable audio player can be used to download audio files, mostly MP3s, and be heard at the user's convenience; initially, such operation was intended for entertainment. However, it has proven itself to be an important tool in the field of education as well (Aristizabal, 2009). The popularity of podcasts has also been influenced by the uptake of Web 2.0 software, tools, and services that let users create, distribute, and consume content as well as online communities. Podcasting has been used for the dissemination of lecture materials, assessment feedback, fieldwork, student support, and online and distance learning (Ukwueze & Okpulo, 2014). The production of podcasts is also simple, requiring little money and no specialized knowledge. Due to the widespread usage of MP3 players, their portability and ease of manufacturing are a tremendous benefit when trying to engage with students. Podcasting is something that everyone can have access to. The uses of emerging tools are bastion.

It was agreed by different educationalists that ICT and its tools help a lot in the development of education in the world. In Nigeria, the internet has changed various sectors with no exception of education. Sokoto state government is one of the states in Nigeria that are always trying to boost education with the use of ICT for teaching and learning. In Sokoto State secondary schools, Bodinga local government area, there is a need to know whether or not the economics teachers in secondary schools are aware and ready for the use of Podcasting in teaching in the classroom. If economics teachers of secondary schools in Bodinga local government are not aware and ready to use Podcast in their teaching they will continue producing analog students who can't access materials through the internet and it will continue hindering the entire educational system in the State and Nigeria in general. This research will investigate the economics teachers' awareness and readiness towards the use of podcasts in teaching and learning in secondary schools in Bodinga's local government.

STATEMENT OF THE PROBLEM

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general. This research will investigate the economics teachers' awareness and readiness towards the use of podcasts in teaching and learning in secondary schools in Bodinga's local government.

OBJECTIVES OF THE STUDY

The objectives of this study are:

1. To investigate economic teachers' awareness of the use of Podcasting for teaching in secondary schools in Bodinga local government.
2. To assess the economic teachers' readiness for the use of Podcasting as a tool for instruction in secondary schools in Bodinga local government.
3. To assess the extent to which economics teachers integrate podcasting in teaching and learning in secondary schools in Bodinga local government.

RESEARCH QUESTION

1. What are the levels of economic teachers aware of the use of podcasts for teaching in secondary schools in Bodinga local government?
2. To what extent that economic teachers ready to use podcasting for teaching in secondary schools in Bodinga local government?
3. To what extent do the economics teachers integrate podcasting for teaching and learning in secondary schools in Bodinga's local government?

A BASIC ASSUMPTION OF THE STUDY

1. What are the levels of economic teachers aware of the use of podcasts for teaching in secondary schools in Bodinga local government?
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METHODOLOGY

A descriptive cross-sectional survey design was used in this research. A qualitative method was used, and an interview was saved as a mode of data collection. The target population of the study was the economic teachers of the secondary schools in Bodinga local government, Sokoto State, Nigeria. Their population is stated in Table 1 below:

Table 1. Population of the schools

S/N	Name of Schools	Population
1	Government Day Secondary School Badau	5
2	Government Day Secondary School Bodinga	5
3	Government Day Secondary School Danchadi	3
4	Government Day Secondary School Dingyadi	3
5	Government Day Secondary School Sifawa	4
6	Government Girls Unity Secondary School Bodinga	5
7	Al-ihsanStandard College Sifawa	3
	Total	28

Source: Planning and Statistics Department Ministry of Education, Sokoto State.

Four (4) secondary schools were sampled for the research; two (2) economic teachers were interviewed each from the sampled. See table 2

S/N	Name of Schools	Population	Sample size
	Government Day Secondary School Badau (GDSSB)	5	2
	Government Day Secondary School Bodinga (GDSSBG)	5	2
	Government Unity Girls Secondary School Bodinga (GUGSSB)	5	2
	Government Day Secondary School Dingyadi (GDSSD)	3	2
	Total	18	8

The instrument utilized for the study was Data-blank for data collection. The questions design for the interview is structured and close-ended. The data were analyzed through a coding system and later the data was interpreted (See Appendix A).

The data collected from the individual interviews were interpreted and decisions were made. There are two ways of analyzing qualitative data. One of the approaches is to examine your findings with a pre-defined framework, which reflects your objectives. This approach is relatively easy and is closely aligned with policy and programmatic research which has pre-determined interests. This approach allows you to focus on particular answers and abandon the rest. We refer to this approach as 'framework analyses' (Celano, nd). The individual interview was held with eight economics teachers selected at random from four secondary schools in the Bodinga local government area. The data collected from the respondents through the interview was coded: as GDSSB (A), GDSSBG (B), GUGSSB (C), and GDSSD (D). As you aim to condense all of the information to key themes and topics that can shed light on your research questions, you need to start coding the material. A code is a word or a short phrase that descriptively captures the essence of the element of your material (e.g. a quotation) and is the first step in your data reduction and interpretation (Celano, nd). Below are the responses of respondents.

FINDINGS AND DISCUSSION

Respondent A1

"The teacher's awareness is very low, none of our secondary school economics teachers is aware of the podcast in teaching. It is a welcome address if this method can be adopted, it will be a welcome idea. I am ready if the government can provide the facilities in our secondary school and Economics involves the use of graphs, if this method is adopted, teaching will be faster, a topic which is supposed to be covered in two weeks can be taught within one period of a lesson".

Respondent A2

"This is my first time hearing the word podcast, actually am not aware of using podcasts teaching economics, Yes I am ready to use a podcast if teachers are trained and enlightened on how to use these facilities and Not much, because we only make use of cardboard paper to present some graph".

Respondent B1

"Podcast is a new word to me, am not aware if there is any school in Bodinga local government that is using, this new technology in teaching economics, it is a welcome development for secondary

school teachers to be using this modern technology in teaching because it saves time, I am ready if the instructional materials are there and We have not been using podcast in teaching, since we are not aware of it”.

Respondent B2

“Yes! am aware of the podcast, but I don't use it to teach, we should be trained or a workshop on that should be done, to educate the economics teachers on the importance, I am ready if there are the facilities needed and adequate power supply and It is only a few teachers, who integrate this method in their teaching”.

Respondent C1

“I'm not aware of the podcast. I, am not ready and I make use of these podcasts in teaching my students, but I never knew it was called a podcast. I make use of pictures containing graphs to display for them to see”.

Respondent C2

“No, I am not aware of the use of podcasts in teaching economics in secondary schools, even some of our higher institutions are not aware and if the government can provide the facilities that will be used, I am 100% ready, I make use of these podcast in teaching my student ignorantly, but I never knew it is called a podcast. I make use of pictures containing graphs to display for them to see”.

Respondent D1

“I don't know what podcast is all about, and am not aware of this innovation, I am ready to embrace and adopt new Ideas for teaching economics; if the use of podcast is easier for the student to learn, then I am ready and Since am not aware or informed about what podcast is all about, I have never used it in teaching”.

Respondent D2

“Yes, am aware of the podcast, but I don't know if a teacher can use it for teaching. I only know about the science-oriented course. It is not easy to be teaching manually, if the podcast can aid teaching economics perfectly then am willing to use it, and it is not easy to use it to teach as we are not trained for it”.

Interpretations/Results

Based on the awareness, the research indicated that Economics teachers in Bodinga Local Government are not aware of the use of podcasting as show: A1, A2, B1, C1, C2, and D1 are not aware of podcasting while only B2 and D2 are aware of podcasting.

Respondents A1, A2, B1, B2, C2, D1, and D2 agreed that they are ready and willing to use podcasting for teaching economics, but only respondent C1 said he is not ready to use podcasting for teaching economics. This shows that economics teachers are ready to use podcasting for their teaching.

CONCLUSION

The research found that economics teachers in bonding local government areas are not aware of the use of podcasts for teaching economics and they are ready to integrate podcasting into their teaching. There is a need for researchers to investigate the availability, accessibility, usability, and utilization of ICT-related tools in the Bodinga local government area of Sokoto state, Nigeria.

RESEARCH RECOMMENDATIONS

Stated below are the recommendations drawn based on the research findings:

1. Seminars, conferences, workshops, or lectures should be organized regularly through the National University Commission (NUC), National Commission for Colleges of Education (NCCE), and National Board for Technical Education (NBTE) to encourage and enhance teachers' awareness of the integration of ICT related technology towards the development of teaching and learning with the use of technological innovations.
2. Electricity should be adequately provided by the government to enable the use of technology-related tools for teaching and learning. Without adequate electricity, podcasting could not be

used for teaching and learning.

3. WiFi/Network should be properly provided with free network destruction and free access within the schools and outside the schools so that teachers and learners can have access to internet service to improve their teaching and learning.

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