THE ROLE OF INTERNET INTRANSFORMING TEACHING AND LEARNING IN SECONDARY SCHOOLS OF KAWEMPE DIVISION IN KAMPALA DISTRICT

BY

MUNABA SALIWA

1163-07234-08330

A RESEARCH REPORT SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN DISTANCE LEARNING IN PARTIALL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR'S DEGREE OF ARTS WITH EDUCATION OF KAMPALA INTERNATIONAL UNIVERSITY

AUGUST, 2019

DECLARATION

I **MUNABA SALIWA** do hereby declare to the best of my knowledge that this report is my original work and it has never been submitted to any university or any other institution. The literature and citations from other peoples work have been referenced.

Signed: .....

Date: 13/09/19

APPPROVAL

I certify that this study titled **"THE ROLE OF INTERNET IN TRANSFORMING TEACHING AND LEARNING IN SECONDARY SCHOOLS OF KAWEMPE DIVISION"** was carried out at Kampala District in Kawempe Division by MUNABA SALIWA under supervision of the university supervisor.

Signature

.....

Madam Mbogo Leila

14/9/2019.

DEDICATION

I dedicate this report to my beloved parents Mr.Mayayi Abbubakar and Mrs Hawah Namuganza, my beloved fiance Mr Hibome Sharif, our beloved son Prince Abdul Razaq,Mammy Nuruh my beloved sisters and brothers and my lecturer madam Mbogo Leila for everything they have done towards my studies financially, psychologically and morally. May the Almighty Allah reward them abundantly here and in the hereafter.

ACKNOWLEDMENT

Glory be to Allah the highest and the overall provider of everything. May His peace and blessings be upon our beloved prophet Mohammad (S.A.W). I thank Allah for the blessings He has bestowed to me towards my studies and in every aspect of life. Sincerely it has been entirely Allah's knowledge, guidance, and protection and will that I have managed to succeed in my studies

I am indebted to my supervisor madam Mbogo Leila who diligently assisted in carrying out this research. May Allah reward her with Jannah.

I express my sincere love and gratitude towards my lecturers Madam Gokyalya Edith,Mr Kanamwangi [D.K],Madam Shidah and others though not mentioned for their profound valuable knowledge they imparted in me during my course of study.

I also reach out my gratitude to my classmates' particularly Nakaziba najua, Hidaya,Saida,Afua, Shakirah, for the advice they have been offering during my studies.

Lots of thanks go to all respondents who participated towards the success of this study. This goes particularly to the director of studies Mr. Tumwesige Isaac of Kawempe muslim Secondary School and other members who responded positively to my questionnaires.

ABREVIATIONS

E-mal ..... Electronic mail

"O" level ..... Ordinary level

"A" level ..... Advanced level

RSI ..... Repetitive strain injury

CVS ..... Computer vision syndrome

IA ..... Intel Architecture

APA ..... American Psychiatric Association

DSM-IV ..... Diagnostic and Statistical Manual of Mental Disorders.

ABSTRACT

The study aimed at looking at the role of internet in transforming teaching and learning in secondary schools of Kawempe division using Kawempe muslim secondary school as a case study. The objectives of this study were; to find out the signification of internet use in transforming the teaching and learning in secondary schools, to find out the class of students that use internet the most in the school and to investigate the setbacks in using internet in the teaching and learning process in secondary schools.

This study employed both qualitative and quantitative approaches.it utilized a cross sectional simple survey design (Enon, 1998). This is largely qualitative and quantitative in nature. The instruments were questionnaires, interview, and documentary study

Data was analyzed by using tables, percentages, frequencies and graphs. In order to interpret the information collected from the respondents.

According to the study, internet has played a great significance in transforming teaching and learning more especially in research of work that is hard to find in books and helping students to increase knowledge, and broaden perspectives through emails, sharing and collecting information thus aiding communication and entertainment among others.

The research also found out that the group or class of students that use internet the most frequently include A level students, students whose parents are literate, prefects, students who are interested in research , students who are interested in entertainment and finally the Art students. However the research also found out that most of these students are male.

Regarding the setbacks in using internet, research findings proved that internet causes health problems especially vision problems, absenteeism in class, increases access to pornography, causes low self-esteem, use of unreliable information, less interaction with teachers and less use of library books among others.

In conclusion, according to the major findings from the study about the role of internet in transforming teaching and learning in secondary schools of Kawempe division, internet is used in the school and has a paramount significance to the students and teachers according to the identified groups that use internet most frequently despite its weaknesses.

The researcher recommended that the government should put laws and regulations regarding use of internet for pornography by young children, establishment of standardized safe internet use rich in educationprograms, the government shouldalso provide the public, schools and parents with practicaltools to block inappropriate sites and finally the computer laboratories in schools should be well supervised to enable reporting of any behavioral changes in students related to internet use.

Further research should be funded and promoted that explores the relationship between Internet use and the behavior problems associated with internet use since the existing literature is not current and so scanty. Also the study sought to establish the ways to improve internet use in institutions of learning since the presentation only expressed the setbacks

LIST OF TABLES AND FIGURES.

TABLES

Table 3.1 shows a break-down of population categories in the study areas.

Table 1: shows the response rat in relation to the sample size of the study.

Table 2: A table showing responses on the significance of internet use in transforming teaching and learning in secondary schools.

Table 3: Table showing responses on the group or class of students that use internet

Table 4: Table showing responses on the setbacks in using internet in secondary schools

FIGURES AND GRAPHS

Chart 1: A pie chart showing the number of questionnaires administered to students

Chart 2: A pie chart showing questionnaires administered to teachers.

Graph 1: A bar graph showing gender for teachers and students

TABLE OF CONTENTS

DECLARATION i
APPROVAL ii
DEDICATION iii
ACKNOWLEDMENT iv
ABREVIATIONS v
ABSTRACT vi
LIST OF TABLES AND FIGURES. viii
TABLES viii
Table 3.1 shows a break-down of population categories in the study areas viii
Table 1: shows the response rat in relation to the sample size of the study viii
Table 2: A table showing responses on the significance of internet use in transforming teaching and learning in secondary schools. viii
Table 3: Table showing responses on the group or class of students that use internet viii
Table 4: Table showing responses on the setbacks in using internet in secondary schools viii
FIGURES AND GRAPHS viii
Chart 1: A pie chart showing the number of questionnaires administered to students viii
Chart 2: A pie chart showing questionnaires administered to teachers viii
Graph 1: A bar graph showing gender for teachers and students viii
CHAPTER ONE 1
1.0 Introduction 1
1.1 Back ground of the study. 1
1.2 Statement of problems. 3
1.3 Purpose of the study. 3
1.4 Research objectives 3
1.5 Research questions. 3
1.6 Scope of the study. 3
1.6.1 Geographical scope. 3
1.6.2 Content scope. 4
1.6.3 Time scope. 4
1.7 Significance of the study. 4
1.7.1 Limitation of the study. 5
CHAPTER TWO 6

LITERATURE REVIEW 6
2.0. Introduction 6
2.1. The significance of internet use in transforming teaching and learning 6
2.2. Class of students that use internet. 10
2.3. Setbacks in using internet in secondary schools 15
CHAPTER THREE 20
3.0 RESEARCH METHODOLOGY 20
3.1 Introduction 20
3.2 Research Design. 20
3.3 Geographical Area of Study 20
3.4 Target Population 20
3.5 Sample Size 21
3.6 Sampling Techniques 21
3.7 Data Collection Methods 22
3.7.1 Primary Data 23
3.7.2 Secondary Data 23
3.8 Instrument of Data Collection 23
3.8.1 Questionnaires 23
3.8.2 Interview method 24
3.9 Data Analysis 24
3.10 Validity and Reliability of Research Design 25
(i) Validity 25
(ii) Reliability 25
3.11 Ethical Considerations 25
CHAPTER FOUR 26
DATA ANALYSIS, PRESENTATION AND DISCUSSION 26
4.0 Introduction 26
4.1 Preliminary Survey Details. 26
4.2 The significance of internet use in transforming teaching and learning in secondary schools. 29
4.3. Group or class of students that use internet the most. 32
4.4. Setbacks in using internet in secondary school. 34
CHAPTER FIVE 38
SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS 38

5.1 Introduction....38
5.2 Summary of findings....38
5.3 Conclusion....39
5.4 Recommendations....39
REFERENCES....42
APPENDICES....44
Appendix 1....44
QUESTIONNAIRE FOR STUDENTS....44
Appendix 11....49
QUESTIONNAIRE FOR TEACHERS....49
Appendix 111....54
Interview guide for teachers....54
INTRODUCTION LETTER....56
ACCEPTANCE LETTER....56

CHAPTER ONE

1.0 Introduction

This chapter includes the back ground of the study, statement of the problem, purpose of the study, objectives, significance of the study.

1.1 Back ground of the study.

According to Muis and Franco (2009), Twenty five years ago, the term technology had a rather different meaning than it does today. Anything other than chalk and talk and pencil was considered technology for teaching.

This might have included anything from fuzzy –felt boards to mechanical gadgets, as well as the media of that period (i.e. television, tapes recordings, films, 35mm slides). The development in computers and computing during the first quarter of the century have been so profound that it is not surprising that they replaced other technological teaching aids. This does not mean that we should forget such alternative aids all together, nor the end of research nor the need to research their effective use.

In developed countries, most institutions in higher education feel that computer-based learning has a broadly positive effect on the quality of teaching and learning, although classroom-based teaching still dominates (OECD 2005). Computer-based teaching seems to be more of a supplementary nature and may be more or less planned and organized. The quality of the planning and organizing of computer-based learning environments is critical to students' learning, however (Bråten et al. 2003; Strømsø et al. 2007). Still, many students spend much time using computer-based resources not designed by their teacher or institution, with those resources rarely designed for educational purposes (Kim and Kamil 2003) and often requiring key self-regulatory skills (Azevedo 2005). It has also been suggested that students' use of such skills may relate to their beliefs about knowledge and knowing, that is, their personal epistemology (Hartley and Bendixen 2001). In the present study, we therefore wanted to examine the predictability of personal epistemology for students' self-regulatory skills in dealing with course-related resources on the Internet.

However it is obvious that computers have significantly increased the range, sophistication, and complexity of possible class room activities. Computer based technology (internet) has also

brought than it may new challenge for the teacher who seeks to determine what it has to offer and how that should be delivered to students. According to (Bråtenet al.2003; Strømsø et al. 2007). The new information technology (internet) provides both teachers and students very easily with myriad opportunities of teaching and learning materials. The use of the internet is part of the most of students, daily routine, because they have grown up with computers. It is becoming part of their daily communication habits and has become a technology as ordinary as the telephone or television for most of them. Most schools are equipped with internet facilities to which both teachers and students can get access freely.

Teachers are always seeking for appropriate and interesting contexts where their learners an act react and interact to foster knowledge and communication in a collaborative way with people sharing the same concerns. In doing so, they can better their written productions. Writing is a form of expression and communication which permits learners to communicate ideas, feeling and different attitudes in English Miller (2001) this forum would certainly encourage the development of different skills of the subject. Students say that internet has enhanced their education. They use the internet to communicate with their teachers and classmates, and to access library materials and use it for recreation tasks; for leisure an entertainment such as voice chatting, messaging, and downloading their preferred music and the like. For most of them, the internet is a functional tool, one that has greatly changed their way they interact with others and with information as they go about their studies. The use of internet is not only about learning in the classroom, it is also about encountering new social situations and joining new social skills. Students use the internet nearly so much for social life. (Charp, 2000), reviewed ninety studies from different countries on the role of internet in education. It became apparent that this technology has an impact on the abilities of students to learn and increase their self-learning and improve communications skills.

In addition, internet is used by teachers for various purposes such as accessing teaching material, interacting with students, delivering content (e-learning), interacting with people of various basic knowledge and accessing update information in supplement to the other sources of information such as textbooks. In the light of the above stated arguments the researcher think that the internet is playing a great role in transforming the teaching and learning process therefore it should be in

the teaching learning process at the level of our schools and universities to enhance the teaching and learning performances of the students.

1.2 Statement of problems.

In many instances learners have a problem in the education system of their schools doe to the variety of reasons such as in appropriate methods of teaching, incongruent teaching material, in adequate sources of information, lack of practice among learners and among unqualified teachers. With the development of internet and the use of computers, students are capable of overcoming some of the challenges they face during school. The researcher's attempt therefore was analyzing the role of internet in transforming teaching and learning in secondary schools of kawempe division using kawempe Muslim secondary as a case study.

1.3 Purpose of the study.

The purpose of the study was to analyze the role of internet in teaching and learning in secondary schools of kawempe division using kawempe Muslim secondary school as the case study.

1.4 Research objectives

- To find out the significance of internet use in transforming teaching and learning in secondary schools in Kawempe division wakiso district.
- To find out the group or class of students that use internet the most in the secondary schools.
- To investigate the setbacks in using internet in teaching and learning process in secondary schools.

1.5 Research questions.

- What is the significance of internet use in transforming teaching and learning in secondary schools?
- What group or class of students that use internet the most in the secondary school?
- What are some of the setbacks in using internet in secondary schools?

1.6 Scope of the study.

This was divided into three that is the geographical, content finally the time scope.

1.6.1 Geographical scope.

The study ranged in Kawempe division particularly Kawempe muslim secondary school. Kawempe division is found in the north western corner of the city bordering wakiso district to the west, north and east, Nakawa division to the south east, and Kampala central to the south and Lubaga division to the south west. The coordinates of the divisions are: 0023N, 3233E (latitude:

0.3792; longitude: 32.5574). Neighborhood in the division include kawempe, Jinja-kawempe, kanyanya, kazoo, Mpererwe, kisaasi, kyebando.

Kawempe Muslim secondary school is located a half kilometer (1/2km) off Bombo road and 4miles from Kampala.

1.6.2 Content scope.

The study analyzed the role of internet in transforming teaching and learning in secondary schools under which the researcher looked at the significance of internet use in transforming teaching and learning in secondary schools, what group or class of students use internet the most in school and lastly the setbacks of using internet at secondary level.

1.6.3 Time scope.

The study took a period of 5 years that is from 2011- 2017 and this is because this is the time when the issue of emphasis on internet use manifested itself. From 30th November 2017 to 15th December 2017 was the period for completing the chapter one of the proposal, from 15th December to10th February, was the period for completing chapter two (i.e. literature review) from 10th February to 10th march methodology (techniques for data collection), and from 10th march to 17th march was the period for data collection.

Then from 17th to 28th marchcompilation, analysis and presentation of data and finally 28th April was the period for completing the research report.

1.7 Significance of the study.

Using e-learning to enhance education or as a form of alternate education is a valuable teaching technique that is being utilized throughout the world. The popularity of internet has resulted into e-learning initiatives at local and central government levels.

This study focussed on different variables that affect the acceptance of internet use by secondary school students. Its significance lies in the ability to provide pertinent information concerning the issues that contribute to a student's acceptance and use of internet tool.

Additionally, the study examined the issue of computer and internet access and determine whether these variables have a role they play in transforming the teaching and learning process and behaviors in secondary schools. The findings gave administrators and educators an insight

on whether supplying students with additional access to computers and/ or the internet increased the students learning and therefore improve on their performance.

The findings also determined whether additional research is needed to address the internet needs of students in efforts to boost their performance and modes of teaching.

1.7.1 Limitation of the study.

The students used internet for watching pornographic videos, access social networking like face book, twitter, what Sapp as well as playing games hence interrupting their process of teaching and learning.

The respondents may fear to give a reliable feedback for example the students may fear to give the ways how they use internet in the access of films, pornographic videos among other undesirables pages on let say u tube due to fear of penalties from the teachers and School administrators.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

The literature was reviewed according to study objectives that include to analyze the significance of internet in transforming the teaching and learning in secondary schools, groups or class of students that us internet and find out the setbacks in using the internet in schools.

2.1. The significance of internet use in transforming teaching and learning.

Technology has become a big part of our today's society. The internet has transformed our lives and expanded the ways people communicate with each other. Therefore, understanding how to use it is becoming compulsory. This starts with schools which are now being recognized as the places where students should be learning the important skills need to use technology. When students write for their teachers, many of them do not make the connection between writing andcommunication.in dealing with email, face book and twitter and the like; all of them are using writing as a means of communication. They write because they have something to say.

The use of internet among students for academic purposes is promising, for instance, in the USA, the institute for higher education policy (1999) reported that using email for academic ends jumped from 8% in 1994 to 44% by 1998. The number of courses using the internet doubled from 15% in 1996 to 30% by 1998. A recent American survey found that 84% of college students possessed a laptop and that 99% used internet (student monitor, 2003). Students seem to use the internet to interact with others and find out materials and assistances. (H&Kuh, 2001; student monitor, 2003).

Behavioral studies of the internet indicate that it makes life easy, creates links between different communities and cultures, is a good way to connect people and find educational resources (Aydin,2007; DE'sposito& Gardner,1999).fallows (2004) observes that internet can be used for scholarly purposes, map or contact information, purchase of tickets for travel, communication through emails or chats, and entertainment such as games or audio and video files, Nachmias , Mioduser, and Shemla (2000) found gender differences in the use of internet with the higher and more extensive usage for longer hours.

In a study showing the influence of technology upon the teaching/learning process, Marshall (2002) found strong evidence that educational technology "complements what a great teacher does naturally," widening their knowledge out of the classroom walls.

In another investigation, Bruce and Levin (1997) looked at ways in which the tools, techniques, and applications of technology can support learning to "engage children in exploring, thinking, reading, writing, researching, inventing, problem-solving, and experiencing the world."

A 2000 study conducted by the Software and Information Industry Association, Sivin-kachala and Bialo (2000) reviewed 311 research studies on the effectiveness of technology on student's achievement. It revealed "positive and consistent patterns when students were engaged in technology-rich environments, including significant gains and achievements in all special needs students, and improved attitudes towards learning and increased self-esteem".

Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement.

Cavanaugh (2001) summarized some experimental and quasi-experimental studies concerning the effectiveness of interactive distance education using videoconferencing and telecommunication for K-12 academic achievement concluded that "there is a small positive effect in favor of distance education and a greater impact for interactive distance education programs that combine an individualized approach with traditional classroom instruction". Research shows that this new technology may support learning and it is really useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry by engaging students in authentic, complex tasks within collaborative learning contexts (Roschelle, Pea, Hoadley, Gordin& Means, 2000).

Roschelle, Pea, Hoadley, Gordin, & Means, (2000) found out that four major characteristics of how technology can promote both what and how children learn in the classroom: "(1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, (4) connections to the real-world contexts". They also signaled that the insertion of the internet in teacher development programs can be of a paramount profit for the whole teaching and learning process.

Baird and Fisher (2005) and Barnes, Marateo, and Ferris (2007) argue that students come to their classrooms and campuses expecting to exert their online identities and leverage their online social networks to collaborate as part of the learning process. They assert that students are now seeing the Web as a pool of knowledge to which they can add and from which they can draw support. Contradicting traditional pedagogical models in which students submit their works to one authoritative source (the instructor) and receive feedback from that source, today's learners expect to participate in evaluating as well as in being evaluated and to share work and feedback among their peers.

More than 70% of the parents surveyed in the National School Boards Association (2007) report believed that using social net- work sites would help students improve reading and writing skills, conflict resolution, and social skills.

Communication scholars Ellison, Steinfield, and Lampe (2007) studied college students' use of Facebook.com, finding that intense Facebook use correlated with learners' sense of increased social belonging, and it is well established that learners who feel socially connected to their communities perform better academically (e.g., Tinto, 1998; Zhao &Kuh, 2004). As learners engage in more Web 2.0 technology use that naturally leads to identity exploration and development, many have come to recognize the value of simultaneously developing digital citizenship skills. Such skills prepare online users to practice safe and responsible use of technology and exhibit a positive attitude toward technology use that supports safe collaboration, learning, and productivity (ISTE, 2007; Partnership for 21st Century Skills, 2008).

Drotner (2007) asserts that "young people's digital practices promise the formation of competencies that are absolutely vital to their futures, in an economic, social and cultural educational ReseaRcheR252 sense" (p. 167). She argues that discussion of Internet use in schools needs to extend beyond teaching technical skills to encompass the skills and ethical issues surrounding activities that are currently and predominantly restricted to youth's leisure time, such as texting, blogging, editing images and sound, circulating files through mobile phones, and gaming. She notes that these activities challenge the technological skills being taught in schools and demand the attention of educators. However, many K–12 schools choose to block and ignore the existence of popular social network sites

And other Web technologies on school networks (Boyd & Ellison, 2007; Jenkins, 2006). Schools have an opportunity to help students recognize both the positive and negative aspects of how online media differ from more traditional forms of expression. We are not necessarily advocating integration of all Web 2.0 technologies into school- based learning. Although some Web 2.0 use might be appropriate in certain situations, we encourage conversations that engage students in Meta discussions of their digital practices in and out of schools, helping learners become more aware of the affordances of different kinds of online behaviors for developing competencies we as educators value (Lewis &Fabos, 2005).

The National School Boards Association (2007) report recommends that school leaders explore Web 2.0 sites for themselves to better understand what students are doing outside of school. We advocate similar exploration by all school staff. Research Directions As learners use Web technologies more often and across their life contexts (e.g., home, school, work, mobile devices), they naturally explore aspects of their identities through shifting contexts and roles. Interdisciplinary research is warranted if we wish to better understand issues related to youth's online identity development as well as the possible risks and benefits of identity development in online contexts. First, research can focus on questions relating to youth's online identities. Questions can include the following: How are today's learners trying on and crafting their identities online? How do learners develop their identities in the content areas as writers, scientists, artists, and citizens, and how do they engage various features of Web 2.0 to do so?

In the web watch: writing resources by Denise Johnson (2002), "reading and ideas in a meaningful way; it urges us to compare our thoughts with those of others and to examine our own understandings and interpretations." Email gives the chance to our students to access a larger audience. This awareness of different perspectives guide students into thinking about their audience when writing. Who are they writing for? Publishing is an important and motivating step for student writers as they see their works read by different audiences. Roxie Ahlbrecht described this motivation in term of publishing on internet. "There is nothing like looking at a kid's eyes when they first see their work come up on a computer. It's like magic!" Strangman (2001) indicated that "traditionally, students have been able to publish their writings by making books or hanging their writing pieces in their classrooms or hallway. These days the internet has dramatically changed the way students can publish their work". The advantages this large

audiences are numerous. Not only can teachers and classmates see students writing accomplishments, but anyone around the world can read them as well.

The results of the web-based instruction on students writing performances are varied as claimed by (Braine, 1997; Ghaleb, 1993; Liou, 1997; Sullivan & Pratt, 1996).

Furthermore, there is evidence to suggest that "educationally purposeful uses of information technology, such as emailing faculty members or other students about assignments, can promote collaboration among students " (alavi,1994;oblinger & maruyama,1996) as well as foster "more frequent contacts between students and faculty" (Hu &Kuh, 2001; Kuh& Hu,2001; wingard,2004).

Kennedy (2000) suggests that the technology enables students to increase their engagement in collaborative learning or students-faculty interaction. "Used appropriately and in concert with powerful pedagogical approaches, technology is supposed to enhance student learning productivity" (Kuh& Vesper, 2001, p.87).

As mentioned above it is crystal clear that the role of computers and internet in the teaching and learning process is significant. Technological and pedagogical developments now allow us to better integrate computer technology into the language learning process. The interne allows for a variety of opportunities to communicate in the target language, access textual and multimedia information, publish for global audience and most importantly, the internet provide a variety of information in the target through the search engines such as Google, worldwide webs among others.

2.2. Class of students that use internet.

Secondary school students are a unique population of internet user students were the first group in USA who used the internet for communication, recreation, and file sharing. Secondary students and their teachers find the internet convenient and useful for educational activities (jones, 2002). Kubey, Lavin, and barrows (2001) found that 68 percent of parents and 69 percent of teachers said they have seen higher grades because of internet use. Purposes for internet use have appeared in many studies, and include educational, business, browsing, appointments, and entertainment. Fallows (2004) and Kaur (2006). Found that the portion of internet use `for entertainment was 68 percent. Laurence and miller (2000) indicate that scholars use the internet

for quick communication. Winship and McNab (1999) found a growing range of services offering to post, fax, or email full text journal articles, course outline, and sources by secondary schools and universities.

Various researchers have sought to understand the reasons why some people become addicted to the internet. For example, Suler (2000) suggests that addictive internet users are meeting personal needs while on the internet, including; a sense of belonging; self-actualization achievement and sexual images and dialogue. In a similar vein, Chou, and Tyan (1999) found that IA users experienced more personal satisfaction in escaping through online communications. Other research has documented that IA users report that the internet is a relaxing, exciting, and enjoyable avenue for social exchange (Morahan-martin & Schumacher, 2000). Thus, IA users have been found to express more satisfaction and internet interaction than normal internet users.

The majority of secondary students own or have ready access to a computer, current incoming students have been raised with modern internet technology, and computers are not perceived as negatively as they use to be particularly among males (morahan-martin, 1998). In terms of their daily lives, secondary student's schedules provide them with a lot of flexibility and free time resulting in the flexibility to spend long epochs on various internet application. Moreover, secondary students have easy access through direct internet connections in dorms, libraries, and computer labs (kandell, 1998). It is now common place for secondary students to check their email at friend's apartments, cyber cafes, and even at shopping mall computer terminals while they are on vacation (which are relatively inexpensive).

A handful of studies on patterns of secondary students internet use have been published in recent years. The general results seem to indicate that the rate of problem internet use among secondary students is somewhere between 8-13% (Anderson 2000; Scherer, 1997). However, this number may be misleading because the students with severe symptoms may not have gone to class or completed the surveys when they were distributed.

Scherer (1997) examined patterns of internet use among 531 (51.5% male) students using mail in questionnaires at the University of Texas at Austin- a large public university. Approximately 65.5% of the students were Caucasian, 12.5% Hispanic American, and 10% Asian American. Students were classified as either dependent or nondependent internet users. The author found

that 73% of the students accessed the internet at least once a week, 23% of which reported that they believed their internet use to be excessive and significantly interfered with personal functioning. The study also found that 71% of the internet –dependent users were male, even though both males and females access the internet on a regular basis. Moreover, the group of dependents users accesses the internet for the same amount of time than nondependent students for activities such as academic and professional work the dependent group spent twice as long online for leisure activities.

Davis et al. (1999) used a questionnaire to compare internet use at a mall, private liberal arts university and a medium-size, public state university. The liberal arts university group consisted of 184 undergraduate students (101 women, 83 men) while 349 undergraduate students (242 women, 107 men) participated at the state university. They found that while 91% of students on both campuses had internet access, students (especially men) reported extensive use (defined as greater than 25 hours per week) at the public institution. Students who abused the internet admitted that it interfered with their work, school, and interpersonal relationships. The authors concluded that it is possible that small, private liberal arts colleges stress learning and educational experiences more than larger universities, thereby making it less likely for students to spend time engaged in other activities, such as use the internet. Moreover, they believe that greater anonymity may have led to students to answer the questionnaires more truthfully at the larger institution.

Anderson (2001) studied 1,302 college students (649men, 647 women) from seven colleges in the northeastern US and one in Ireland using a 69-question survey. Two hundred and twenty four participants indicated that on average, students spent about 100 minutes per day using the internet. The two most frequent and time-consuming activities were browsing the internet and checking email. Using adapted DSM-IV criteria for dependence (APA, 1994), 9.8% (93 men, 13 women) of the students "fit" the criteria for internet dependence. Moreover, those classified as dependent spent significantly more time using the internet each day, averaging 229 minutes\day as compared to 73minutes\day for nondependent .The dependent group also reported significantly more problems with school work, meeting new people, and sleep patterns . When the dependents were classified by school major, the hard science group accounted for 74% of the group, while 16% were in the arts and science group and 10% were in the liberal arts group. The

author concluded that the results clearly indicated a disproportionate number of students among the hard science majors who were pathological internet users.

In sum, there is empirical evidence that problem internet use on secondary campuses is an emerging concern. While an investigation of internet use on secondary students is a worthwhile endeavor in its own right, it is even more valuable to study the relationship of such use to personality variables. Examination of personality characteristics can yield information that may aid in better identification of students who are at-risk for developing internet-related problems. One personality variable that should be considered is locus of control.

The internet is acknowledged globally as a technology dominated by young people, and particularly students who are more inclined to exploit internet resources for education, social interaction and entertainment (Salako and Tiamiyu, 2007). Shitta (2002) posits that internet is a communication super highway that links, hooks and focuses the entire world into a global village, where people of all races can easily get it touch, see, or speak to one another and exchange information from one point of the globe to another. In Library, Lancaster and Sandore (1997) in Ifeoma noted that internet provides a medium of communication that has extended the potential of libraries' interaction beyond physical library to users, colleagues and other professional activities and relationship with library users. However, the use of these internet resources was therefore studied by several researchers across the globe and Africa inclusive. Chandra (2000) conducted a study at S. V. University, Tirupathi, which indicated that a majority of respondents used Web e-mail services of internet. The study further showed that more than 25% of the respondents used the internet for 2-3 times a week, while the purposes of using the internet were for communication and information gathering.

Similarly, Kaur (2000) surveyed the use of internet facility at Guru Nanak Dev. University, Amristar. The findings revealed that all respondents used search engines to browse the required information and majority faced the problem of slow internet connectivity. The results of the further indicated that more than two-third of the respondents confirmed internet were time saving, easy to use, more informative and more preferred. Staff and Students in academic community enjoy internet as a result of facilities it offers as noted by Ikoro (2002) in Anunobi (2006) to include; e-mailing, audio broadcasting, telex/chart group facilities, e-books storing. Internet as affirmed by Awoleye, Siyanbola and Oladapo (2008) is used for information

development, enhances easy communication, improves academic performance, used as a researched tool, provides solution to assignments, gives information on entertainment & education, and a source of scholarship.

Jagboro (2003) carried out a study of internet usage in Nigeria universities where opinion of 73 respondents was sought for. On specific uses of internet, two-third of respondents indicated that they used it all for e-mail, to get research materials followed while course materials had 39.73%. The recorded low level of utilization of the internet was attributed to the low level of connectivity and the high cost of cybercafé facilities. Mores, Hanaur et al. (2004) surveyed a diverse community college to assess the use of the internet by the students of health-related information. The surveyed showed that 83% internet users had access to the internet at their home and 51% of the respondents accessed internet at the college or library.

In the same vein, Kumar and Kaur (2005) conducted a research on internet and its use in the Engineering Colleges of Punjab, Questionnaire was employed to sample opinion of 474 students. It was revealed that 30.8%of the students have 2-4 years of experience in using the internet followed by 1-2 years with 27.4%. A majority of the respondents used the internet located at the college, use internet for education and research purposes, while half of them use it for communication purpose. More than half of the students use the internet for consulting technical reports. In comparing internet with conventional documents, 91.6% of the respondents noted that the internet is easy to use, 89.1% agreed that it is informative and 88.1% felt it is time saving.

In related study, Aseni (2005) assessed information searching habits of internet users at Medical Sciences University of Isfahan, Iran. The findings showed that the respondents were obtaining quality information through the internet and all the respondents were using the internet. Recently, Oyedun (2007) conducted a study on the internet use in the library of federal university of technology, Minna, and observed that most of the respondents claimed that through the internet services in library, they have improved considerably in their academic performance.

Recently, Salaka and Tiamiyu (2007) surveyed the use of search engines for research by postgraduate students of the University of Ibadan, Nigeria. Copies of 327 questionnaires were analyzed and it was found that most of the responding postgraduate students were aware of, and had become familiar with the internet before the start of their postgraduate courses. On how they

learnt to use search engine, more than half of the respondents were taught by friends, less than half learnt to use it by trial and error while a few were taught at a computer school. Salaam and Adegbore (2010) discovered that internet facilities are available in all universities studies in gun state, Nigeria. No restriction is placed on student's access and use by the university administration as oppose to that of salaam (2003) who noted from its findings that access were restricted to staff only in Nigerian universities libraries. In view of the above literature, the study sought to examine the use of internet by students of faculty of science in Nigerian universities.

2.3. Setbacks in using internet in secondary schools

Not all information on the reliable or safe. Horrigan (2000). Sturges (2002), and weitzner (2007) mention the unreliability of information on internet. There are not necessarily quality or authenticity checks on information on the internet. Misrepresented, fake, and pirated literature causes problems for researchers and students. Users may have privacy concerns. There are sites that many users may find offensives.as well as instruction for carrying out violet or illegal acts.

Several terms have been used to describe excessive internet use that leads to problems in various contexts of an individual's life, including internet addiction, internet abuse, and compulsive.

Internet use (Greenfield, 1999). However, Davis (1999) argued that pathological internet use makes the most sense. The term 'problem internet use' is employed for this study in recognition that intensive internet use can lead to problems but not necessarily severe pathology as implied by many of the other terms currently in use which lack sufficient empirical evidence and theoretical support.

Problem internet use is in actuality being considered a more of an impulse-control disorder than an addiction. Regardless of the terminology, problem internet use appears to have many features of impulse control disorders, particularly the criteria outlined for pathological gambling (American psychiatric association, 1994; Davis, 1999; greenfield,1999).the DSM-IV lists necessary features of compulsive substance abuse (i.e., addiction) as including tolerance; withdrawal; dependence, persistent attempts at decreasing or discontinuing use obtaining, using or recovering from use of the substance and in some cases; abandoning social, occupational, or recreational activities and responsibilities (APA 1994).

Conversely, the essential features of impulse control disorders include succumbing to persistent drives or temptations, leading the individual to act in ways that are harmful personally or toward others; feelings of tension or arousal just before committing the act; feelings of relief, gratification, or pleasure after the act has been committed, and occasional feeling of target or guilt afterwards (APA, 1994). A review of the extant literature revealed an assortment of possible criteria that either integrate or go beyond the definitions.

Use of the internet itself may bring on disorder behavior more readily. For example, when an alcoholic sobers up, or when a gambler runs out of money, the individual must face reality. These are similar to the problem internet use issues. However, in the internet user's case, it is merely a matter of accessing the nearest computer with online capacity. While there is little by way direct spending as in gambling and alcohol or drug use, similar negative life consequences have been associated with problem internet use. Among secondary students, excessive use has been associated with missing classes, course failure and dismissal from college. For example, an Alfred university study found that 43% of dropouts in a given semester has been staying up until early morning hours using the internet, more than double the rate of academic dismissal (young, 1998). With secondary students at high risk for developing internet related problems, it is imperative that investigators gather the information and examine, correlates internet use behavior.

While symptomatology associated with the problem internet use varies widely (Grohol, 1999), there does appear to be two main trends that help advance assessment of the problem. First, excessive internet use has been associated with the same gamut of negative life consequences (e.g. social, familial) that has been documented among individuals with substance addictions (Armstrong, Phillips, &Saling, 2001). Secondly, there is a consistent loss of control over the amount of time spent online or engaged in internet-related activities (Armstrong, Phillips, &Saling, 2001). At a time when secondary students are undergoing major life changes, these factors play an especially crucial role and should not be overlooked.

One of the setbacks students face in using internet today is increasing number of students. This is a world problem. We now have 6 billion in the world, predicted to be 9 billion in 2050. Predictions from the research work suggest a rapid rise in the medium age, also affecting our need for learning, and affecting the type of learning needs. Adult will be far more imported than

at present. Many people have inadequate learning available, in every country, we have a billion illiterate adults in the world, most of them women, for example, many even in developed countries such as the United States. For many students little or no formal education I available. Students from poor families, worldwide including wealthy countries, have inferior education opportunities. It is not just a matter of having computers (Armstrong, Phillip, &saling, 2001).

These discussions of class size in distance learning have ignored such organizations as the UK Open University, which has successful 'classes' of over 10,000 students in distance learning environments, based on relatively primitive delivery technology (print and video) compared to what is possible today. It has been in operation forever thirty years. Similar institutions have been founded in many parts of the world (the mega universities), but not in Americans.

Ferguson, R. &Caris. (2001) report that approach at many universities now is certainly not the only form of distance learning. Current internet learning activities are not based on empirical data about learning; they appear to be based on expediency, and a false sense of economy. Many different possibilities for distance learning are possible. This myriad collection of distance learning types should be considered before deciding on a single, or several, systems. Experimental studies with large numbers of students are required to make rational choices as to the best form of distance learning for a given situation. These studies do not yet exist mostly, they have not even begun.

Lack of adequate interactions with students; students need individualized help for effective learning adapted to their individual need. Current learning, both in classes and on the web, often assumes that the central task f education is the transfer of information to the student. But this view is not adequate for many students and for many areas. It does not lead to development of important higher cognitive skills, such as problem solving, intuition and creativity. (Johnson, Denise March 2002)

The usual means of presenting the information to be transferred are by lectures, by video, and by print. For print either books or text-heavy web sites are the common means. But these approaches do not allow for the individual differences between students, including backgrounds, interests and learning skills. Weak methods are available, such discussion sections and email, for giving some individualized attention. Grades show that these are inadequate for many students;

some students do not learn or learn only partially. Current web sites also mostly follow this tradition, providing little individualized help. (Alexander, Shirley. 1997)

We need in learning to be concerned with what the individual student does not know what problems the student is having. We can find this with frequent high quality interaction with each student. Frequent means every few seconds, and high quality demands that the interaction should be, in both directions, in the student's native language, our most powerful tool for communication. This means very little pointing and multiple choice on the part of the student, weak forms of interaction. (Armstrong, Phillips, 2001)

The student's language is very important in this interaction. The computer can ask questions, looking for student problems and students can reply in free form. Practical for tutorial computer-based learning will be natural way to provide this high quality interaction. To achieve this on the internet, we need to be concerned with rapid two-way communication between student and the server computer. Perhaps the best strategy will be to download chunks of the code, perhaps entire program segments, to the local computer, and have the frequent interactions take place locally. This similar to the Java Applet strategy already in use for other purposes. In spite of the frequent call for higher bandwidth, it is not clear that learning requires high transmission speed

We need also to consider interactions with other students, peer learning. This receives little attention in current online courses, in spite of its valuable contributions to learning. Peer learning is an important component of learning. The learning units should stimulate it, bringing students together. Groups of about four are best, I believe, perhaps arranged electronically. (Armstrong, Phillips, &Saling, 2001)

Learning is not available for many; learning, particularly complete learning is not always available for many students. This is obvious for the billions of people on earth who have never used a telephone, and for the very poor billions. But it is even true in the developed countries. In spite of all attempts at equity in education, the poor are neglected, as are the women. Current online learning does little to improve this situation. (Sachacter, J.1999)

Insufficient storage of student information; skilled human tutors start a session with a student with considerable previous experience, and they make use of this information to guide the tutorial situation. Current internet systems store very limited student information, usually only to

show overall progress and determining grades. They do not record information about student problems for later reference, for example. But computers can store information if we were improving learning at all we want much more detailed records for each student, gathered on a moment-by-moment basis as learning takes place. Information about student learning problems is particularly important. This stored information should be used, along with recent student responses and other information, to make decisions about what learning material to present next to each student. An important clue to what is needed for making this decision about what learning materials to next comes from Lev Vygotsky's concept of the zone of Proximal development, suggesting what the student is now ready to learn. (Johnson, Denise, 2002).

Many students do not learn with existing materials; we need learning systems in which ALL students succeed, learn to the mastery level. Learning is necessary for individual happiness and for societal progress. We cannot afford to waste talent in the new century. Evidence indicates that mastery is possible for all in tutorial environments.

But the current online learning materials do not help all students to learn. Many students drop such courses, and other show only partial learning. Many are bored. Since these courses imitate existing standard courses that have these same problems, this is not surprising. (Kauffmann, R. 1996).

Insufficient consideration of lifelong learning; most of the online material developed has been based on existing university courses, as we have noted. Current systems of learning focus primarily on students from about six to twenty-five years. But the demographic data indicates that the center of learning is soon to move forward. Even today, the rapidly changing world continually demands new skills and new thinking, as we grow older. This trend will continue and accelerate. So we have the challenge of meeting this new need. (Armstrong, Phillips, &Saling, 2001).

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methods and techniques that were employed to carry out the study. In particular, it highlights the research design, the geographical study area and target

Population, sample size, the sampling techniques, the sources and methods of data collection and analysis. It also presents validity and reliability of research design and ethical considerations.

3.2 Research Design.

Kothari (2008, p. 31) defines research design as "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure". It is the conceptual structure/plan within which

Research was conducted and constitutes the blue print for collection, measurement and

analysis of data (Kothari 2008, p. 32; Malhotra 2004, p. 86; Cooper and Schindler 2001).

This study adopted a descriptive research design, which according to Cooper and Schindler

(2003) involves surveying people and recording their responses for analysis. Within the descriptive research design, this study will incorporate both quantitative and qualitative research approaches to better understand the relationship between variables in the research problem.

3.3 Geographical Area of Study

This study was undertaken in kawempe Muslim secondary school Kawempe Division. This is because this is a school that earlier had no access to computers and internet, but later decided to incorporate it in the school. The academic staff including teachers and head teachers who are still working in the school, hence they will be able to compare both variables in research question one.

3.4 Target Population

The study targeted the administrators, department teachers, other teachers, prefects and others teachers of kawempe Muslim secondary school in kawempe division, Wakiso district.

Table 3.1 shows a break-down of population categories in the study areas.

S/N	Categories of the population	Population	Sample size	Sampling technique
1	Administrators	3	3	Purposive sampling
2	Department heads	10	7	Purposive sampling
3	Teachers	35	15	Purposive sampling
4	School prefects	18	10	Simple random sampling
5	"A" level students	108	30	Simple random sampling
6	"O" level students	463	60	Simple random sampling
TOTAL		637	125	

Source: field survey

3.5 Sample Size

A sample size is a subset of the target population. That is, a sample is the total collection of elements about which inferences are to be made (Cooper & Schindler,) Samples are selected because it is not possible at times to study the entire population due to various limiting factors such as lost time and other research resources.

3.6 Sampling Techniques

Sampling is that part of statistical practice concerned with the selection of individual observations intended to yield some knowledge about the population of concern, especially for the purpose of statistical inferences (Kothari 2008). There are two major categories of sampling designs/techniques: probability sampling and non-probability sampling.

According to Nachmias (2003), the distinguishing characteristic of probability sampling is that one can specify for each sampling unit of the population the probability was included in the sample. In probability sampling, the sample frame reflects the target population, while in a non-probability sampling there is no assurance that every one of the sample units has the same chance to participate in the research. This research used simple random sampling and purposeful sampling designs (techniques) to obtain samples which were used in each population.

(Mugenda; 1999). There are different methods of determining a sample size such as use of Mathematical sampling formula (Malhotra 1996), the general rule of 40 % (Huysamen,1991) and use of statistical tables (Barlett, Kortrlink and Higgins 2001).,purposive sampling, simple random sampling techniques and among others

In this study a researcher used;

Simple random sampling

In simple random sampling, a selection criterion is adopted in which some cases from the entire population are selected upon which the population's characteristics can be derived. The random sampling approach is mostly applied on large and scarcely located population samples for example during opinion polling (Robinson, 2014:32). For this particular purpose, Simple Random sampling was employed in selecting 10 prefects, 60 "O" level students and 30 students from "A" level, that is a total of 100 students in general.

Purposive sampling

Purposive sampling involves specialized selection of particular individuals in the data collection process. This particular sample is selected basing on the prior knowledge that it possesses in regard to the study purpose Robinson, (2014:32). The sample size selected using this method has specific knowledge that is otherwise limited and may not be easily accessed to the public for security and or legal reasons. In this case, it is professional information that demands data from a specific field of expertise. The study employed this technique to select 3 administrators, 7 department teachers and 15 teachers to guide the study but a special attention was given to enable the data to be valid and reliable.

A sample size of 125 respondents was therefore determined by using both simple random and purposive sampling methods.

3.7 Data Collection Methods

Data are facts and other relevant materials, past and present, serving as the basis for study and analysis. The data needed for social research

As this study was broadly classified into data pertaining to human beings, data relating to organization and data pertaining to territorial areas. The method of data that was used in this study was both primary and secondary data.

3.7.1 Primary Data

Kothari (2008) defined primary data as those data collected afresh and for the first time and

Mostly are original in character. In this study, various research instruments were used to

Collect primary data and these include self-administered, questionnaires and interview. The

Primary data based on the research questions of the study

3.7.2 Secondary Data

Secondary data are the data that is already exists in published reports, books and internet

(Singh 2010). Secondary data consists of readily available compendia and already compiled statistical annual reports that data may be used by researchers for their studies. In this research, the secondary data was collected from reviewing existing school reports on teachers.

3.8 Instrument of Data Collection

3.8.1 Questionnaires

The first data collection method to be used in this research is a questionnaire.

A questionnaire is a data collection technique in which each person is asked to respond to the same set of questions in a predetermined order. The researcher designed questionnaires which focused on how internet influence the teaching and learning behaviors.

The aim of using this method was to get a broad - based view of the respondents.

The questionnaires include two types of questions.

These are close-ended and a few open ended questions.

In closed ended questions respondents will be restricted to a series of pre-determined answers.

In case of open endedquestions, the respondents were encouraged to express themselves more freely. The researcher distributed a total of 25 questionnaires to teachers (the respondents) in the study area and collect later at a time agreed with the respondents.

3.8.2 Interview method

The second primary data collection instrument was semi-structured, in-depth interview and this was used to collect qualitative data. It may be defined as a two-way systematic conversation between the investigator and an informant, initiated for the purpose of

Obtaining information to a specific study.

The guiding questions of each research objective/ question was prepared in advance as indicated in the interview protocol. The method was applied to the selected School for study, this data collection instrument gave the researcher an opportunity to explore information about the research question from respondents, who otherwise never deluged information from other data collection methods. It was also used to supplement and support data from questionnaires.

3.9 Data Analysis

Data analysis is a critical examination of the assembled and grouped data for studying the characteristics of the object under study and for determining patterns and relationships among the variable relating to it (Krishnaswami and Ranganatham 2003).

This study used quantitative and qualitative techniques to analyze the collected data from questionnaires and interview respectively.

(i) Quantitative Data Analysis

In this technique, descriptive statistics of frequency tables were used to analyze and present the data from questionnaires. In particular, MS word 2013 was used to generate charts, frequency tables and pie charts as a means of presenting data. Data was analyzed and interpreted as per research objectives.

(ii) Qualitative Data Analysis

Qualitative data from Interview scripts, notes and statements were systematically coded, and classified into broad descriptive categories - exploring themes, meanings and/or issues that emerged from the information gained from interviewing. These data was further linked to the research objectives/questions to generate meaning of the study topic.

3.10 Validity and Reliability of Research Design

The quality of research depends on the design of research instruments as well as application of these instruments in data collection in the field. There are several criteria or tests for judging the quality of any empirical research. These include validity and reliability (Easwaran and Singh 2010) and how each was achieved is discussed.

(i) Validity

Validity is the extent to which the instruments used during the studies to measure the issues they are intended to measure (Amin, 2005). To ensure validity of instruments, the instruments were developed under close guidance of the supervisor. After the questions were designed, they were pre-tested in a five to a tenth of the teachers in the sample. This helped to identify ambiguous questions in the instruments and be able to re-align them to the objectives.

(ii) Reliability

Reliability as the degree to which a survey instrument is considered reliable if its repeated application results in consistent scores (Joseph et al 2000). That is, this reliability refers to whether "the measurement obtained from variables of interest is constant". In this research, reliability was achieved by first pre-testing structured questionnaires and semi structured interview protocol with five respondents from the target population and experts in the field to obtain consistency and accuracy. Their comments and corrections were incorporated in data collection instruments and re-tested prior the use in the field.

3.11 Ethical Considerations

Ethics are important to all parties associated with research as they affect the merits of individuals and ultimately the quality of data obtained (Emory and Cooper 1991). Thus, the application of ethical procedures to research activities shall be primarily designed to protect the rights of participants from harmful or adverse consequences. The researcher applied the following strategies address ethical matters. The researcher obtained a letter from the Islamic University in Uganda (Main Campus Mbale) to introduce himself to the school management before the commencement of the study.

The researcher carefully constructed data collection instruments. In addition, even treated the respondents' feedback as confidential.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction.

This Chapter presents an analysis of the data collected from questionnaires administered to teachers, school administrators and students of Kawempe Muslim secondary school. For this purpose, the Chapter is structured into five sections namely preliminary survey details; respondent characteristics;significance of internet use in transforming teaching and learning in secondary schools; group or class of students that use internet the most, setbacks in using internet in secondary school.

4.1 Preliminary Survey Details.

Data was collected in the months of March and April 2014. The administration and collection of questionnaires from teachers, school administrators and students from Kawempe Muslim secondary school was carried out personally. The various responses were analyzed with the aid of Microsoft Excel Spreadsheet and Microsoft office word.

Considering the response rates in relation to sample size of the study groups, the response rate from the respondents was 80.8% from the study area. The detailed response rate to the survey is detailed in Table below;

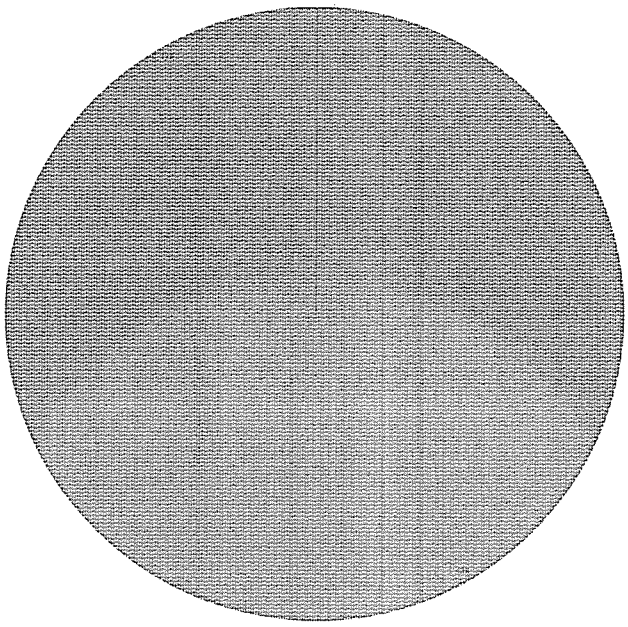
Table 1: shows the response rat in relation to the sample size of the study

S/N	Number of Questionnaires administered	Number of questionnaires returned	Response rate
1	100 (students)	83	83%
2	25 (teachers)	18	72%

Source: Field Survey, 2018

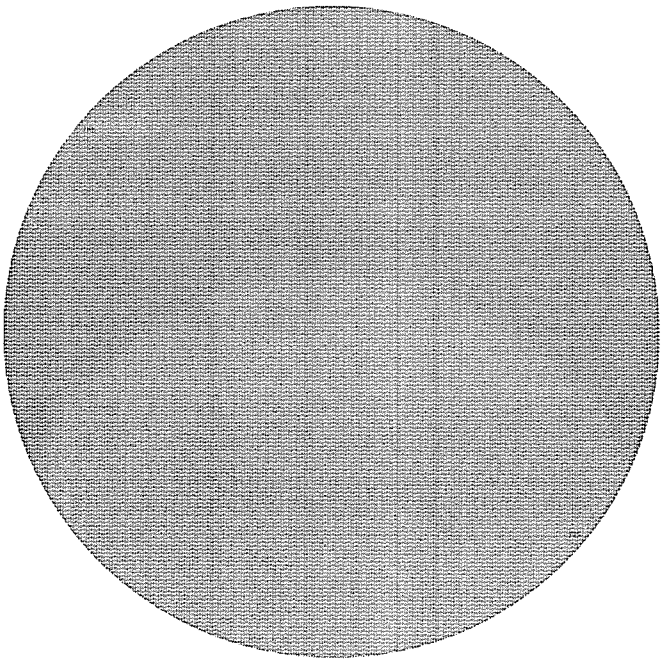
The above information in the table can be further explained in the pie charts below.

Chart 1: A pie chart showing the number of questionnaires administered to students



Source: field survey 2018

Chart 2: A pie chart showing questionnaires administered to teachers

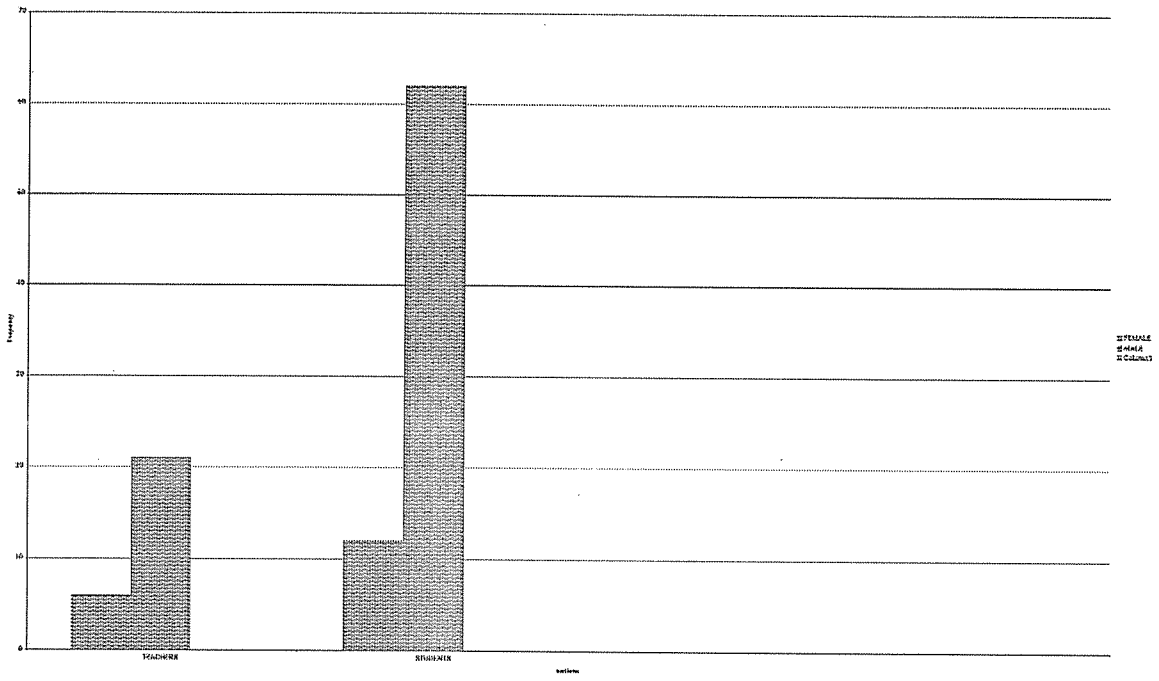


Source: primary data

Respondent Characteristics

Gender: Results as regard to gender shows that from the responses given out of 18 teachers, 12 are male and 6 are females. For students, 62 are males and 21 are females. This information can be explained in the graph below.

Graph 1: A bar graph showing gender for teachers and students



Source: field survey 2018

Age: From the response rate of 83% of teachers, all are above 35yrs. For students all are in the range of 16 to 19 years of age.

Qualification: The qualification was categorized into 4 different levels i.e. certificate, diploma, Postgraduate and Masters. From the response rate of 18 teaches, 14 are post graduates and 4 hold a master's degree.

Teaching experience: from the results obtained, all teachers are above 3years experience but also 12 are above years' experience. No teacher had a one year experience or less.

4.2 The significance of internet use in transforming teaching and learning in secondary schools.

The research objective above intended to find out the significance of internet use in transforming teaching and learning in secondary schools. Questionnaires were given out and the responses were as follows;

Table 2:A table showing responses on the significance of internet use in transforming teaching and learning in secondary schools.

Statements	Responses									
	SA		A		UD		D		SD	
	F	%	f	%	F	%	F	%	F	%
Internet complements teacher syllabus	20	19.80	15	14.85	4	3.96	46	45.54	16	15.84
work can be easily edited, and sent at any time	78	77.22	21	20.79	0	0	2	1.98	0	0
Helps in research of work that is hard to find in books	87	86.13	12	11.88	0	0	1	0.99	1	0.99
Helps in development of soft wares that help to simplify functions	94	93.06	7	6.93	0	0	0	0	0	0
Improves one's typing and reading skills	64	63.36	12	11.88	7	6.93	8	7.92	10	9.90
Improves attitudes towards learning	42	41.85	19	18.81	5	4.95	21	20.79	14	13.86
Internet improves one's self esteem	8	7.92	9	8.91	13	12.87	40	39.0	31	30.9
Brings about significant gains and attitude in all subjects	7	6.93	12	11.88	9	8.91	39	38.61	34	33.66
Stimulates high order thinking in students	47	46.53	24	23.76	8	7.93	15	14.85	7	6.93

Improves research skills of students	49	48.51	28	27.72	0	0	22	21.78	2	1.98
It encourages active engagement and connections to real-world contexts	97	96.03	4	3.96	0	0	0	0	0	0
It encourages participation in groups, frequent interaction and feedback	79	78.21	14	13.86	0	0	6	5.94	2	1.98
Internet can help students to increase knowledge, and broaden perspectives through e-mailing	86	85.14	12	11.88	0	0	3	2.97	0	0

Source: primary data 2018

Analysis of findings

From the findings above in table 4.3.1, the following were concluded as significance of using internet in transforming teaching and learning in secondary schools

Internet encourages participation in groups, frequent interaction and feedback. This was supported by 92.07% of the responses and this back up Hu &Kuh research that students seem to use the internet to interact with others and find materials and assistance. (Hu &Kuh, 2001, Student Monitor, 2003).

It encourages active engagement and connections to real-world contexts. 99.99% of the respondents agreed to this. On addition, Behavioral studies of the Internet indicate that it makes life easy, creates links between different communities and cultures, is a good way to connect people and find educational resources (Aydin, 2007; D'Esposito& Gardner, 1999).

Internet helps students to increase knowledge, and broaden perspectives through e-mailing. Fallows (2004) observes that the Internet can be used for scholarly purposes, map or contact information, purchase of tickets for travel, communication through emails or chats, and entertainment such as games or audio and video files.

Improves research skills of students; this was supported by 76.23%. In another investigation, Bruce and Levin (1997) looked at ways in which the tools, techniques, and applications of technology can support learning to "engage children in exploring, thinking, reading, writing,

researching, inventing, problem-solving, and experiencing the world." Further Research shows that this new technology may support learning and it is really useful in developing the higher-order skills of critical thinking, analysis, and scientific inquiry by engaging students in authentic, complex tasks within collaborative learning contexts (Roschelle, Pea, Hoadley, Gordin& Means, 2000).

Improves attitudes towards learning and helps in development of soft wares that help to simplify functions. 93.06% strongly supported the statement. Schacter (1999) found that students with access to any of a number of technologies (such as computer assisted instruction, integrated learning systems, simulations and software that teaches higher order thinking, collaborative networked technologies, or design and programming technologies) show positive gains in achievement.

Stimulates high order thinking in students; this was supported by 70.29% whereby 46.53% strongly agreed and also 23.76% agreed with the statement. According to leu&leu (1999), "Students can sharpen their writing and thinking skills, increase knowledge, and broaden perspectives through e-mailing. Writing to other students using the Internet is called keypals, which is equivalent to pen pals". In the Web Watch: Writing Resources by Denise Johnson (2002), "Reading and ideas in a meaningful way; it urges us to compare our thoughts with those of others and to examine our own understandings and interpretations

Sharing and collecting information. Some respondents through structured answers responded to this. The Internet e.g., World Wide Web, email, instant messaging, offers significant advantages for its users, for example, sharing and collecting information, one respondent through one on one interviews said,

"Usually, the information on the Internet is free of cost and is available 24 hours a day. In addition, the Internet provides its users with the latest news of the world and most of the newspapers are available on the Internet, which are periodically or immediately updated with the latest news."

Helps in searching for jobs; one teacher commented that "People can now search for different types of jobs all over the world and canoften apply for the required job using the Internet. Most

of theorganizations/departments advertise their vacancies on the Internet. A range of searchengines are also used to search for jobs on the Internet (Metzger, 2007).

Communication and entertainment. People around the world can now quickly communicate with each other throughthe Internet using a range of applications: chatting, video conferencing, email, andInternet telephone. The Internet also provides different types of entertainment. Internet users can play games with other people in any part of the world, watch movies andlisten to music. Internet users can form new relationships on the Internet (Ellison,Steinfield, & Lampe, 2007; Whitty& McLaughlin, 2007).

4.3. Group or class of students that use internet the most.

The research objective above intended to find the groups or class of students that use internet most. Questionnaires were given out and the responses were as follows;

Table 3: Table showing responses on the group or class of students that use internet

Statements	Responses									
	SA		A		UD		D		SD	
	F	%	f	%	F	%	F	%	F	%
I have to use internet every day	42	50.60	4	4.81	0	0	21	25.30	16	22.89

I use internet once in a week	7	8.43	3	3.61	0	0	33	39.75	40	48.19
I use internet one in a month	1	1.20	2	2.40	0	0	28	33.73	52	62.65
I never use internet at all	83	100	0	0	0	0	0	0	0	0
My parents are literate	44	53.01	13	15.66	0	0	15	18.07	11	13.25
I am a female	31	37.34	0	0	0	0	0	0	52	62.65
I am male	52	62.65	0	0	0	0	0	0	31	37.34
I am in O level	30	36.14	0	0	0	0	0	0	53	63.85
I am in A level	53	63.85	0	0	0	0	0	0	30	36.14
I am a prefect at school	17	20.48	0	0	0	0	0	0	66	79.51
I am a youth	83	100	0	0	0	0	0	0	0	0
My hobby is research work, reading and writing	57	68.67	18	21.68	0	0	4	4.81	4	4.81
My hobby is hanging out with friends, adventuring, watching TV, football	64	77.1	8	9.63	0	0	7	8.43	4	4.8

Source: Field survey 2018

From the table above below are the responses of groups or class of students that use internet in the school.

Males- supported by 67.65% of the responses this was seen in a way that all male students were using internet and not all females were frequently using it. That was an indication that male students used internet more than females. This confirms research work by Nachmias, Mioduser, and Shemla (2000) who found gender differences in the use of the Internet with a higher and more extensive usage for longer hours by males.

Through interviews, the researcher found out that internet was very much frequently used by prefects since they are seen as leaders and get access to any information at any time without

school for continued use of internet without permission										
Internet can cause absenteeism in class as a result of addiction	45	44.55	34	33.66	7	6.98	12	11.86	3	2.97
Every information I get on internet is reliable and true	23	22.77	6	5.94	0	0	36	35.64	36	35.64
I once obtained false reference while I was on internet	72	71.28	14	13.86	0	0	12	11.86	3	2.97
Instead on research, students Google pornography while at school	78	77.22	20	19.80	0	0	3	2.97	0	0
There is Internet addiction and less use of library books	81	80.19	12	11.88	2	1.98	4	3.96	2	1.98
It can cause less attention in class as a student looks at it as a better alternative	72	71.28	17	16.83	3	2.97	7	6.93	2	1.98
There is less interaction with teachers especially if any assignments is sent and replied by email	101	100	0	0	0	0	0	0	0	0

Source: primary data 2018

From the table above, below is an explanation of the findings that show the setbacks in using internet;

Through an interview with one of the administrator, he disclosed that "a group of 7 students were expelled in 2014 as they hacked into the secretaries email account and got the exams sent by teachers that caused malpractices". This can therefore concluded that internet use can cause suspensions and students' dismissal from schools thus a serious setback in using internet in teaching and learning process.

Not all information on the Internet is reliable or safe. The research shows how the information got from Google is not reliable as 71.28% of the total respondents strongly agreed that they often

limit. Further, research and responses indicate that prefects enjoy being the all knower of everything so they indulge in research work a lot using internet to help them improve their oral and written language through public speaking.

From the respondents, it was seen that students whose hobby rotates around research use internet for study purposes and those whose hobby is not related to research use internet for other reasons say entertainment using face book, twitter, Skype to reduce boredom and connect to real world.

Further from the responses, it was clearly seen that students in "A" level use internet more than their fellows in "O" level. The researcher went ahead to further investigate why it is like that and the answers she obtained was that the A level students see themselves as mature enough and do not want the world to leave them behind thus engage in discovering a lot in new technology and how to use it.

From the responses given, students whose parents are literate use parents more often to the ones whose parents are not. This was because those whose parents are literate have internet access home and that therefore makes them more knowledgeable at school. And these are the ones that teach others in absence of a teacher.

4.4. Setbacks in using internet in secondary school.

The research objective above intended to find out the setbacks in using internet in secondary school. Questionnaires were given out and the responses were as follows;

Table 4: Table showing responses on the setbacks in using internet in secondary school

Statements	Responses									
	SA		A		UD		D		SD	
	F	%	F	%	F	%	F	%	F	%
Internet causes one to miss classes	84	83.16	7	6.98	0	0	6	5.94	4	3.96
One can be suspended or dismissed from	72	71.28	19	18.81	2	1.98	5	4.95	3	2.97

get unreliable data on internet. Furthermore, 35.56% of the respondents strongly disagreed that not every information got from internet is true. Horrigan (2000), Sturges (2002), and Weitzner (2007) mention the unreliability of information on the Internet. There are not necessarily quality or authenticity checks on information on the Internet. Misrepresented, fake, and pirated literature causes problems for researchers and students.

Internet causes one to miss classes (internet addiction); 90.14% of the respondents agreed with this statement. On addition, (Greenfield, 1999) in his research confirms that Several terms have been used to describe excessive Internet use that leads to problems in various contexts of an individual's life, including Internet addiction, Internet abuse, and compulsive. Further still Internet use has been associated with the same gamut of negative life consequences (e.g., social, familial) that has been documented among individuals with substance addictions (Armstrong, Phillips, &Saling, 2001).

Every information I get on internet is reliable and true; 71.28% of the respondents disagreed with the respondents; this indicates that most students get false information from the internet and use it unknowingly.

There is less interaction with teachers especially if any assignments is sent and replied through email; all respondents agreed i.e. 100% there is totally no personal interaction between the students and the teachers and this widens a gap between the student and teacher

There is Internet addiction and less use of library books; 92.07% of the respondents agreed, an indication that indeed use of internet can cause students to less frequently use library books which is actually accurate information.

Instead on research, students google pornography while at school; 97% of the respondents agreed. One teacher disclosed that;

"Indeed some students go in for other uses of internet other than study purposes when they are not monitored well."

One student also said that;

"Sometimes I use it for betting, looking at fashion shows, and my friends sometimes Google pornography when the technician is not around."

False reference while I was on internet; a majority of the respondents (85%) indicated that they have ever gotten false information while on internet. This therefore it can be concluded as a setback of using internet

There is little or Parental supervision. One of the respondents agreed that with use of internet, students tend to read whatever they like good or bad; also in a research about internet Park, Kim, and Cho (2008) reported that risk factors of family violence, such as marital violence and parent-to-child violence was strongly associated with excessive Internet use.

Health problems; this was realized when a section of the students disclosed that it was after intensive use of internet and staying on computer for long that they started having visual problems. This was also researched about by (Chou & Hsiao, 2000; Young, 1996); he concluded thatsome young people are spending most of their free time using the Internet with potential deleterious effects on their physical and mental health. These significant negative impacts include Repetitive Strain Injury (RSI), declining physical fitness, eating disorders and Computer Vision Syndrome (CVS), typified by sore and itching eyes, and a lag in visual responses

Also a similar study among Finnish students reported that excessive use of computers and the Internet was related to neck, shoulder and lower back pain (Hakala, Rimpelä, Saarni, &Salminen, 2006).

Relationship and social problems, A number of teachers disclosed relationship problems arising from use of internet. Also (Mesch, Turjeman, & Fishman, 2008; Wolak, Mitchell, &Finkelhor, 2003). Young (1998) identified a number of relationship problems related to internet, including disrupted marriages and financial problems.

Another negative social problem, using the Internet, is that of cyber bullying. This is the use of the Internet and related technologies to harm other people, in a deliberate, repeated, and hostile manner (Belsey, n.d) and subsequently has been defined as when the Internet, cell phones or other devices are used to send or post text or images intended to hurt or embarrass another person. From the interactions the researcher had with the students, some agreed that they have

ever gone through cyber bullying where they received frustrating and intimidate emails from their colleagues.

The research also found that the use of internet cause students to miss classes; 83.16% of the respondents strongly agreed that that student often miss and dodge classes as they are hiding in the computer labs watching pornography, films, face booking among others thus a serious disadvantage of internet use in secondary school teaching and learning.

Importantly, one teacher of theology education disclosed that;

"The computers at the school, almost all have keyboards that don't support the typing of Arabic but only English and this makes their research on the required teachable materials so difficult thus another setback in using computer and internet in the process of transforming teaching and learning.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents summary, recommendations and conclusions of the study. The Summary involves a briefing of the findings of the study, recommendations involve aspects that should be done to improve on internet usage by both students and teachers. Finally, the conclusions summarizes the core findings of the study.

5.2 Summary of findings.

The research findings concluded in line with the hypothesis set which was to explore "The role of internet in transforming teaching and learning in secondary schools of kawempe division"

The research found out that internet has played great significance in transforming teaching and learning which include aiding research of work that is hard to find in books, development of

software that help to simplify functions, Improves one's writing and reading skills, Improves attitudes towards learning, encouraging active engagement and connections to real-world contexts. Internet can help students to increase knowledge, and broaden perspectives through e-mails, Sharing and collecting information thus aiding communication and entertainment among others.

The research also found out that groups or class of students that use internet most frequently include "A" level students, Males, Students whose parents are literate, Prefects, Students who are interested in research, Students that are interested in entertainment and Arts students.

Regarding setbacks in using internet, research findings proved that internet causes health problems especially visual problems, causes absenteeism in class, increases access to pornography causes low self-esteem, use of Unreliable information, less interaction with teachers, causes students' dismissals and less use of library books.

5.3 Conclusion

According to the major findings from the study about the role of internet in transforming teaching and learning in secondary schools of kawempe division, internet is used in the school and has a paramount significance to the students and teachers according to the identified groups the use internet most frequently. However, in addition to its significance, it has setbacks which if not catered for, will have a negative impact on the teaching and learning process.

Therefore, both the schools and government have to carefully plan for effective use of internet towards teaching and learning rather than the irrelevances in ts usage in schools through controlling some websites that are not academic centered in schools.

5.4 Recommendations.

The researcher gave out recommendations specifically to the government and schools which included the following;

The schools should provide computer hardware such as keyboards that also enable the typing of different languages of fonts such as Arabic so that Arabic or theology teachers and students have equal opportunity in the use of computers and internet in general. Since most of the keyboards

according to the research favor the use of English only yet theology and Arabic are also taught and learnt.

To the government, laws and regulations regarding Internet use by young people need to be implemented and monitored in order to overcome problems such as access to pornography, addiction and health problems

Some online games should be controlled by regulation of limiting access, and any consequent IA should be prevented or minimized by well-resourced interventions by government and non-government agencies

To establish a standardized safe Internet use rich in educational program, the government should be responsible for developing and activating a community awareness program about safe Internet use and harm minimizationand related support services to minimize harm of Internet especially to students

Government should provide to the public with practical tools to assist parents and schools in blocking inappropriate Internet sites through encouraging developing and use of blocking software

Government should fund appropriate alternatives for social and physical activities in the community together with other creative activities as options to Internet use.

To schools, a standardized educational program about safe Internet use and harm minimization should be provided to teachers and students and regularly updated

Standardized age appropriate education should be required for students starting at a preschool age, so as to prepare and educate them to safety use the Internet creatively and purposefully

Safe computer and Internet use for educational purposes should be properly instituted, managed and supervised by local school districts

Computer laboratories in schools should be in well supervised areas to ensure that students use the Internet appropriately to protect students safety (e.g., cyber bullying)

The rules for computer and Internet use should be established by consensus and democratic student involvement

Reporting any behavioral changes in students related to internet should be the responsibility of teachers

Teachers should be responsible for investigating patterns of Internet use by their students and required to instigate a plan of supervision to forestall any negative impacts on students from internet.

Further research should be funded and promoted that explores Internet use and the behavior problems associated with internet use

REFERENCES

Alexander, Shirley. Teaching and Learning on the World Wide Web. Aus Web 97 Conference. 1997. http://ausweb.scu.edu.au/

Addressing Student Needs: Teaching and Learning on the Internet. THE Online Journal. March 1998. http://www.thejournal.com

Bruce, B. C., & Levin, J. A. (1997). Educational technology: Media for Inquiry, Communication

Cavanaugh, F. (2001). "Teaching On-line: Internet Research. Conversation and Composition". Harper Collins. New York.

Cavanaugh, C. S. « The Effectiveness of Interactive Distance education technologies in K-12 learning: A meta-analysis », International Journal of Educational Telecommunications, vol. 7, no 1, 2001, p. 73-88.

Cooper, L. « A Comparison of Online and Traditional Computer Applications Classes », the Journal, vol. 28, no 8, 2001, p. 52-56.

Dwyer, Dan, Barbieri, Kathy, Doerr, Helen. Cerating a Virtual Classroom for Interactive Education on the Web. The Third International World Wide Web Conference. 1995. http://www.igd.fhg.de/www/www95/

Ferguson, R. &Caris. (2001). E-mail Activities in the ESL Writing Class". The internet TESL Journal. (12). December.

Hu, S., &Kuh, G.D. (2001). Computing Experience and Good Practices in Undergraduate Education: Does the Degree of Campus "wiredness"matter? Education Policy Analysis Archives, 9(49). Retrieved April 10,2009 from http://epaa.asu.edu/epaa/v9n49.html.

Johnson, Denise (March 2002). Web Watch: Writing The Impact Of The Internet Revue des Sciences Humaine Mars2011 63 Resources. ReadingOnline,5(7).Retrievedfrom:http://www.readingonline.org/electronic/elec_index.asp?HREF=webwatch/writing/index. Html

Kauffmann, R. (1996). "Writing to read and Reading to Write Teaching Literature to Foreign Language Classroom". Foreign Language Annals. 29(3). 396-401.

Roschelle, J., Pea, P., Hoadley, C., Gordin, D. & Means, B. (2000) Changing How and What Children Learn in School with Computer-Based Technologies. The Future of Children Children and Computer Technology, 10 (2). Retrieved September 8, 2009, from (1) Rosenberg,R.(2004).The Social Impact of Computers. Third edition California: Elsview Academic press,ISBN0125971214

Schacter,J. (1999).The impact of Educational Technology on Student Achievement: What the most current research has to say. Milken Exchange on Educational Technology, Santa Monica, CA. (ERIC Document Reproduction Service No. ED 430 537

Sivin-Kachala. &Bialo, E. (2000). Research Report on the Effectiveness of Technology in Schools. (7th ed.) Washington. DC: Software and lnformationlndustry Association.

Strangman, Nicole (2001, December/January). An interview with Roxie Ahlbrecht about writing, technology, and the "Apple Bytes" project. Reading Online,5(5). Retrieved from: http://www.readingonline.org/articles/ art_ index .asp? HREF=voices/ ahlbrecht/index.html.

Smith, G. G., D. Ferguson et M. caris. « Teaching On-line Versus Face-to-Face », Journal of Educational Technology Systems, vol. 30, no 4, 2002, p. 337-364.

Sullivan, Jane E. & Sharp, Jean (2000). Chapter 5: Using Technology forWriting Development of Linking Literacy and Technology: A Guide for K-8Classrooms. International Reading Association, Newark, Delaware.

Thirunarayanan, M., et A. Pérez-Prado. « Comparing Web-based and Classroom-Based Learning: A quantitative study », Journal of Research on Technology in Education, vol. 34, no 2, 2002, p. 131-137.

APPENDICES

Appendix 1

QUESTIONNAIRE FOR STUDENTS

Dear respondents; I am MUNABA SALIWA carrying out research based on the topic "THE ROLE OF INTERNET IN TRANSFORMING TEACHING AND LEARNING IN SECONDARY SCHOOLS" as partial fulfillment for a bachelor of arts degree with education at kampala International University. I therefore plead that you provide me with information required to fulfill that requirement. The information will be treated as confidential and only for academic purposes and I request that the respondent should be above eighteen years (18) of age.

Section A: Background information

Kindly give a tick on the option representing your best option.

Class of study:

A. S.I ☐ B. S.2 ☐

C. S.3 ☐ D. S.4 ☐

E. S.5 ☐ F. S.6 ☐

Subjects (for "A" level only):

A. arts ☐ B. sciences ☐

Age

A. 13-15 ☐ B. 16-18 ☐

B. 19-21 ☐ C. 21+ ☐

Section B: the significance of internet use in transforming teaching and learning in secondary schools

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree with the statement using the following scale: (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

STATEMENTS	Responses				
	Strongly Agree	**agree**	**undecided**	**Disagree**	**Strongly Disagree**
Internet complements teacher syllabus					
work can be easily edited, and sent at any time					
Helps in research of work that is hard to find in books					
Helps in development of software that help to simplify functions					
Improves one's writing and reading skills					
Improves attitudes towards learning					
Internet improves one's self esteem					
Stimulates high order thinking in students					
Improves research skills of students					
It encourages active engagement and connections to real-world contexts					
It encourages participation in groups, frequent interaction and feedback					

Internet can help students to increase knowledge, and broaden perspectives through e-mailing					

B2: Do you think internet use is relevant in your school?

Yes ☐ No ☐

Please elaborate on your answer above.

.....

.....

.....

Section C: Group or class of students that use internet

C1. For each of the following statements, please indicate (by ticking) the extent to which you agree using the following scale:

A. Strongly Agree B. Agree

C. Undecided C. Disagree

E. Strongly disagree

STATEMENTS	Responses				
	A	B	C	D	E
I have to use internet every day					
I use internet once in a week					
I use internet one in a month					
I never use internet at all					

My parents are literate					
I am a female					
I am male					
I am in O level					
I am in A level					
I am a prefect at school					
I am a youth					
My hobby is research work, reading and writing					
My hobby is hanging out with friends, adventuring, watching TV, football					

C: 2 Is there any other group of people which use internet at school other than the mentioned?

Yes ☐ No ☐

If yes, please elaborate

.....

.....

.....

C: 3 Is it purposeful to use internet at school?

Yes ☐ No ☐

Kindly Support your answer above

.....

.....

.....

Section D: Setbacks in using internet in secondary school

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale:

(5. Strongly Agree 4. Agree 3. Undecided 2. Disagree 1. Strongly disagree).

STATEMENTS	Responses				
	5	4	3	2	1
Internet causes one to miss classes					
One can be suspended or dismissed from school for continued use of internet without permission					
Internet can cause absenteeism in class as a result of addiction					
Every information I get on internet is reliable and true					
I once obtained false reference while I was on internet					
Instead on research, students Google pornography while at school					
There is Internet addiction and less use of library books					
It can cause less attention in class as a student looks at it as a better alternative					
There is less interaction with teachers especially if any assignments is sent and replied by email					

Are there some setbacks in using internet at your school?

A. Yes ☐ B. No ☐

Comment on your answer above

.....

.....

.....

The end

Thank you for your cooperation

Appendix 11

QUESTIONNAIRE FOR TEACHERS

Dear respondents; I am MUNABA SALIWA carrying out research based on the topic "THE ROLE OF INTERNET IN TRANSFORMING TEACHING AND LEARNING IN SECONDARY SCHOOLS" as partial fulfillment for a bachelor of arts degree with education at Kampala International University. I therefore plead that you provide me with information required to fulfill that requirement. The information will be treated as confidential and only for academic purposes and I request that the respondent should be above eighteen years (18) of age.

SECTION A: BIO DATAAND BACKGROUND INFORMATION

For the following questions, tick as applicable 1.

Sex: Female ☐ 2. Male ☐

3. Marital Status: Single ☐ Married ☐ Widowed ☐ Divorced ☐

Kindly give a tick on the option representing your best option.

Teaching experience:

One year ☐ Two years ☐

Three years ☐ Four years ☐

Above five ☐

Age group

20-30 ☐ 31-35 ☐

36-40 ☐ 40+ ☐

Academic qualification:

Certificate ☐

Diploma ☐

Post graduate ☐

Masters ☐

Section B: the significance of internet use in transforming teaching and learning in secondary schools

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree with the statement using the following scale: (Strongly Agree, Agree, Undecided, Disagree and strongly disagree).

STATEMENTS	Responses				
	Strongly Agree	agree	undecided	Disagree	Strongly Disagree
Internet complements teacher syllabus					
work can be easily edited, and sent at any time					
Helps in research of work that is hard to find in books					
Helps in development of software that help to simplify functions					
Improves one's writing and reading skills					
Improves attitudes towards learning					
Internet improves one's self esteem					
Brings about significant gains and attitude in all subjects					
Stimulates high order thinking in students					
Improves research skills of students					
It encourages active engagement and connections to real-world contexts					
It encourages participation in groups, frequent interaction and feedback					
Internet can help students to increase knowledge, and broaden perspectives through e-mailing					

B2: Do you think internet use is relevant in your school?

Yes ☐ No ☐

Please elaborate on your answer above.

.....

.....

Section C: Group or class of students that use internet

C: 1 which group or class of students use internet in your school?

A. Female ☐ B. Male ☐

B. O level ☐ D. A level ☐

E. Prefects ☐

Justify your answer above

.....

.....

.....

C: 2 Is there any other group of people which use internet at school other than the mentioned?

Yes ☐ No ☐

If yes, please elaborate

.....

.....

C: 3 Is it purposeful to use internet at school?

Yes ☐ No ☐

Kindly Support your answer above

.....

Section D: Setbacks in using internet in secondary school

B1. For each of the following statements, please indicate (by ticking) the extent to which you agree them, using the following scale:

(5. Strongly Agree 4. Agree 3. Undecided2. Disagree 1. Strongly disagree).

STATEMENTS	Responses				
	5	4	3	2	1
Internet causes one to miss classes					
One can be suspended or dismissed from school for continued use of internet without permission					
Internet can cause absenteeism in class as a result of addiction					
Every information I get on internet is reliable and true					
I once obtained false reference while I was on internet					
Instead on research, students Google pornography while at school					
There is Internet addiction and less use of library books					
It can cause less attention in class as a student looks at it as a better alternative					

There is less interaction with teachers especially if any assignments is sent and replied by email					

Are there some other setbacks in using internet at your school?

A. Yes ☐

B. No ☐

Comment on your answer above

.....

.....

.....

The end

Appendix 111

Interview guide for teachers

Dear respondents; I am MUNABA SALIWA carrying out research based on the topic "THE ROLE OF INTERNET IN TRANSFORMING TEACHING AND LEARNING IN SECONDARY SCHOOLS" as partial fulfillment for a bachelor of arts degree with education at Kampala International University. I therefore plead that you provide me with information required to fulfill that requirement. The information will be treated as confidential and only for academic purposes and I request that the respondent should be above eighteen years (18) of age.

Section A: Background information

1. How long have you been in this school?
2. What subjects do you teach?
3. Do you have internet in this school?
4. Is it for teachers or students?
5. How often do students use it?

Section B: the significance of internet use in transforming teaching and learning in secondary schools

1. Do you support the use of internet at school for students? Support your answer please.
2. Do you think internet has transformed teaching and learning for both teachers and students? Please explain.
3. Identify the significance of internet use in transforming teaching and learning

Section C: Group or class of students that use internet

1. As a teacher of this school, what observations have you made on the class or group of students that use internet?
2. Why do you think that the above mentioned group use internet the most?
3. For what purposes do students use internet for?

Section D: Setbacks in using internet in secondary school

1. As a teacher of this school, what observations have you made as setbacks in using internet?
2. What do you think could be done to minimize those on those setbacks?

The end

Thanks for your cooperation