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New Media and Functional Education in Secondary Schools in the Rural Communities

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I. Introduction

Globalisation has made it imperative for new media use in every21st century human endeavour as tools and channels of communication. As such, use of new media in schools has become essential not just by the reason of provision of media tools but much more into making relevant and effective use of the media. School is an organisation esigned with primary aims of imparting knowledge, producing successful learners, promoting knowledge acquisition, developing professionals and also as platform of developing solid leaders that would promote functional values, enable societal development and foster lifelong learning. To achieve these aims, tools, facilities and infrastructure that would make the aims of imparting worthwhile must be in place because schooling is a journey of development. Gerver (2010) has stated that school:

> Should be a journey which helps our young to develop their interests and cultures responsibly, to see applications and development opportunities that take them beyond what they know, to inspire them to want to know more and most importantly, to use their experiences to make positive contributions to the global communities they are part of (p.16).

As a result of the importance of school in human and societal development, communication in school requires adequate attention because communication is a process of transmitting messages, interacting and generating meaning. Effective communication could drive learning process successfully and generate meaningful learning experience. Communication just like it is used in other human activities drive school activities especially when there is an involvement of effective media. Based on this, new media are now used in some schools as communication tools and channels to aid functional, qualitative and relevant school system. In line with this, effectiveness of the tools as channels of communication could go a long way in defining the success or failure of the communication transaction irrespective of a school location (rural or urban).

National Policy on Education (2004) section 9 (c) has noted that "education and training facilities shall continue to be expanded in response to societal needs and made progressively accessible to afford the individual a far more diversified choice"(p.3). In order to have diversified choice in the process of learning, every facet of the school system must continue to receive progressive attention in relation to facilities expansion. In line with this, National Policy on Education (2004) on national goals of education promised provision of "l and of bright opportunities for all citizens" (p.1). However, it is not certain that all citizens are currently benefitting from "a land of bright opportunities" as stated in the policy.

In as much as new media is vital in 21st century schools, strategies to guarantee effective use must be in place. Communication is an essential factor in schools, it serves as the wing on which the school activities thrive. Baran (2009) defined communication as "transmission of a message from a source to the receiver"(p.4). In the school system, if message transmitted without feedback, chaotic experience could set in. In line with this, Kochhar (2012) has noted that "feedback is the evaluation information about the act of learning" (p.28) because feedback will grade effectiveness of the message disseminated.

Based on various benefits of new media in schools, the use goes beyond provision of media in schools to the level of ensuring effective use. As such,

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participation, interaction, collaboration, content generation and blended learning serve as opportunities that would make new media use effective in schools. In line with this, Kim and Xie (2013) noted that "with these freely available collaborative websites, students can easily create and post their own images, video and text information and then share these with others. Such tools allow students and instructors to discuss in a more efficient way" (p.171) to support schools activities as a design enhancing performance. As a result, strategies to guarantee positive performance must be in place to aid learner's success, teacher's professional development and good collaborative practice. In line with this, Ojo (2017) has stated that "21st century school system requires relevant communication system that could enhance working relationships in schools by balancing efficiency with effectiveness" (p.63). As such, school activities are not just designed for efficiency, effective effort to drive the school system to success must be in place.

II. Statement of the Problem

Based on dynamism of global communication system and acceptance of new media as tools and channels of communication, the use of new media in secondary schools has become germane. National Policy on Education (2004) section 5 (30) has stated that "government shall provide necessary infrastructure and training for the integration of ICT in the school system in recognition of the role of ICT in advancing knowledge and skills in the modern world"(p.15). This was entrenched by National Information Technology (ICT) policy section 4 (6) that government shall "use appropriate and existing government structures (e.g., Post offices, schools, libraries) as platforms for extending ICT to rural communities". The stipulations are documentary evidence of the importance of digital education tools (new media) to the people irrespective of location (rural or urban). Provision of new media could serve as platform of enabling qualitative and functional education in the schools. However, use of new media in secondary schools in the rural communities seems to be at a toddling speed. Therefore, it is important to find out the extent of new media in schools and examine the effectiveness of new media as educational tools in relation to equitable opportunities. Selwyn (2016) has noted that "equitable approaches to digital education are concerned with ensuring that everyone gets whatever different things they might personally require to live life to the full"(p.49). As such, the concern of this study is to find out the extent of use of new media and identify strategies that could enable effective use in secondary schools in the rural communities.

III. Aim and Objectives of the Study

The aim of this study is to identify strategies on how new media could be used effectively in secondary schools in rural communities of Oyo State. The specific objectives were to:

1. Examine the extent of use of new media in secondary schools in the rural communities in Oyo State;
2. Identify strategies that could enable effective use in secondary schools in the rural communities;
3. Find out how various new media platforms could aid functional education in the rural communities.

IV. Research Questions

The following research questions will guide this study:

1. What is the extent of use of the new media in secondary schools in the rural communities in Oyo State?
2. What are the strategic factors that could enable effective use of new media in secondary schools in rural communities of Oyo State?
3. How can the various new media platforms aid functional education in the rural communities?

V. Conceptual Grounding/ Literature Review

The main aim of media in schools is to aid teaching/learning process. Enabling the use of new media in secondary schools in the rural communities could serve as means of providing relevant, qualitative and functional education system. Wessels (2010) has argued that:

The development of ICT in education involves not just implementing the technology but embedding ICT within a broad learning environment. This environment extends beyond the school to the socio-economic and cultural contexts of pupils and their families and aims to support people in learning at school age and beyond, to lifelong learning (p.97).

To effectively achieve Wessel (2010) argument, an effective media should be used for communication. The world is now one indivisible unit through the "global village" concept and as such, learning activities that would foster equal opportunities ought to be available in schools especially in relation to effective communication. Smith and Hull (2013) asserted that "curricula and pedagogies built around literacy's in this age must be designed for an ear characterized by access to democratization of tools, people and ideas in digital spaces "(p.80). Use of the new media in schools could enable effective working relationships as a result of speed, participation, interactivity and convergence features of the media.

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VI. Literature Review

a) Theoretical framework

The theories used in this study are Technological determinism and knowledge gap theories.

b) Technological Determinism Theory

Technological determinism is a theory developed by Veblen Torstein. Mc Quail (2013) has stated that "each technology has a bias to a particular communication forms, contents and uses"(p.103). New media are digital communication platforms associated with varied forms, vast content and diverse use influencing the society. In line with this, Croteau, Hoynes and Milan (2012) asserted that "we can think of technological determinism as an approach that identifies technology or technological developments as the causal element in the process of social change" (p.290). Croteau, Hoynes and Milan (2012) assertion was entrenched by Quan Haase (2013) that technological determinists have embraced the notion that technology controls and guides interaction and thought pattern of media users. In the process of engaging the various features of the media in activities, the society could be shaped.

Marshall McLuhan's position on technological determinism gave the theory a sound footing through concepts of "medium is the message", "hot and cool media", "global village" and "medium is the extension of human body". The concepts projected the "forms, contents and uses" of the media and impacton the society. For the "medium is the message", invention and application of technology could influence social change. On the part of "hot and cool" media, the new media are cool media, they enable participation and interaction. The "global village" concept encapsulated various parts of the world into one big village. This requires use of a communication media that could connect every part of the "village". Chandler and Munday (2011) on global village have stated that it is "a world that has been phenomenally shrunk by communication technologies and transport systems so that news and information spread across the planet and those with direct access to such technologies feel more interconnected"(p.176). Also, the concept of "medium as extension of human body" compared the human brain which has capacity of storing numerous information and ability to recall to the new media.

The theory is relevant to this study as a result of "forms, contents and uses" which gives opportunity to users to aid teaching and learning by harnessing the media features of speed, instant feedback, interactivity, and collaboration aid effective communication and in turn shapes the society.

c) Knowledge Gap Theory

Knowledge gap theory is the second theory supporting this study. Chandler and Munday (2011) have noted that "the use of this term is associated with the hypothesis, first proposed by the American communication Philip Tichenor" (p.232). As a result of the use of new media in the society, there is a remarkable difference between the "information rich" and the "information poor". Anae to, Onabajo and Osifeso (2008) have explained that "one of the problem facing the society is that the rich benefits of the internet might not be equally available to everyone" (p.189). The new media is an active media with participatory feature, instant feedback and access to vast information through a digital device connected to the internet. Availability or non-availability of the media would determine benefits that would be derived in the process of use. Reed (2014) observed that "interactive and participatory are generally cited as among the key components distinguishing Web 2.0 from the earlier Web"(p.43). The interactive and participatory features of the media will enhance users' performance and address issues that could generate knowledge gap. Mc Quail (2010) has noted that:

> There are two main aspects to the knowledge gap hypothesis: one concerning the general distribution of aggregate information in society between social classes, the other relating to specific subjects or topics on which some are better informed than others. As to the first gap, it is likely to have roots in fundamental social inequalities (p.489).

The theory is relevant to this study based on the knowledge rich and knowledge poor category of people found in the society. Digital divide could occur as a result of inequality. Provision of media tools could to an extent address knowledge gap.

VII. Conceptual Review

The following concepts were reviewed in this section:

a) The New Media

New media are digital based media, they make media content available without inhibition of time and geographical barriers. Die Petro (2013) has explained that "new media contrasted with conventional (or old) media, rely on a digital signal instead of an analog signal to communicate message. New media includes, websites, wikis, interactive forums, e-learning systems, software, hardware, mobile devices" (p.1). With the new media, communication transactions could now be done irrespective of distance, time and space with just a link to the Internet through a digital device. Soola (2003) noted that "Internet has become the authoritative "global people's network" for information communication. Its potentials for teleconferencing implies that it can be used to meet, discuss, teach, learn and share information on any subject matter"(p.24). Creativity is also associated with new media as aid in schools. Anaeto, Onabajo and Osifeso (2008) asserted that

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"technology can transform any environment, and in a communication sense, media technology can be both a channel and a message at the same time"(p.179). The new media are transforming the society as a result of flexibility of the media.

There are many captivating experiences that qualified new media in schools. Lievrouw and Livingstone (2010) noted that interactivity "distinguishes new media from earlier mass media channels and content is the pervasive sense of interactivity associated with newer channels, that is the selectivity and reach that media afford users in their 'choices of information' sources and interaction"(p.7). This was entrenched by Holmes and Gardner (2011) that "e-learning has potential to offer, at any time and place, richer resources than most traditional method of delivering learning and teaching"(p.52). The new technology's influence on the learning process introduced richer resources into the electronic based learning process. The media gives opportunity to the user to generate media content, consume media content and interact with others and the media. The convergence feature of media gives the various stand-alone traditional mass media opportunity of access through a single digital device connected to the Internet. However, with all the potential of the new media, equitable approaches to education are yet to find expression. Selwyn (2016) has noted that "equitable approaches to digital education are concerned with ensuring that everyone gets whatever different things they might personally require to live life to the full"(p.49).

b) New media and functional secondary school education in the rural communities

Scott (2014) has observed that "communication is not seen simply as a tool for achieving a particular objective, but as a means of empowering all members of the community" (p.49). The school as a learning community requires good communication system. New media are communication tools and channels that could guarantee practical and comprehensive education. National Policy on Education (2004) section 1 (4d) has stated that "there is need for functional education for the promotion of a progressive united Nigeria. To this end, schools need to be relevant, practical and comprehensive" (p.1). From the policy stipulation, it is clear through the term "united Nigeria" that there ought not to be disparity of any form in provision of education tools in schools whether in urban or rural communities because majority of the population are resident in rural communities. Moemeka (2012) has explained that rural area "is by far the largest in population and land area. It is inhabited by the majority of the people. In Nigeria for example, this segment accounts for about 80% of the population"(p137). However, education system in most of the schools in the rural communities cannot be termed equal with what is obtainable in the urban communities. Jones and Holmes (2011) noted that "nations and even the world as a whole can be divided into digital "haves" and "have nots" or differing qualitative level of access" (p.65). To address "digital divide" issues in schools, Selwyn (2016) suggested that "key concern here is making sure that people who are already disadvantaged are given…equitable forms of digital education including giving the most advantaged students their own technologies and involve training to use them" (p.49) Also, Claxton (2013) explained that "education has always been about developing those layers of mind. As Martin Luther says, education is at the root of development" (p.115). As such, education that will be relevant and functional requires activity. Ledwith (2012) has noted that:

> It is not possible for education to be neutral. It is either domesticating or liberating. In its domesticating form, the banking approach is used. The educator is seen as powerful and all-knowing, pouring information into the unquestioning minds of learners, who are perceived as malleable and controllable objects. The educator is active and the learner passive (p.100).

Education that could enable positive development in the 21st century learner ought to be education that has opportunities for the learner to be active in the learning process. New media through the aid of the Internet made this possible. Katz (2012) has stated that "the Internet is an essential element in 21st Century life for education, business and social interaction. The school has a duty to provide pupils with quality Internet access as part of their learning experience"(p.157). The question of how rural communities in Nigeria have benefitted is a product of a study like this bearing in mind that whatever is done in respect of media and communication in the school will have an impact on:

1. Teaching and learning process
2. Administration
3. Use of library
4. Public Relations
5. Examination
6. Professional development
7. Co curricula activities

c) School activities and the new media platforms

The school is a community with connected activities. The new media serve as converging point for various media platforms to provide quick and easy access to users with synchronous and asynchronous opportunities. Soola (2016) has observed that "Internet use has increased exponentially as the National Communications Commission as at Monday, November 2, 2015, reported that Internet use has reached 97 million among Nigerians"(p. 9). The use of media in schools could aid pedagogy. The following are some of the media platforms that could aid the learning process:

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1. Twitter is a new media platform that could be used for the dissemination of short messages that are less than 140 characters. The platform can be used for sending homework questions to students and it could also be a quick link to messages.
2. Podcast could grant access to teacher to teach without physical presence in class. It involves recording messages, distributing the recorded audio message on the Internet and downloading messages through a digital device. It could also aid students to record audio feedback of a lesson and forward the message to the teacher.
3. Wiki: Franklin and Than kachan (2013)explained that "wikis can foster interaction, collaboration, contribution, and problem solving by engaging large groups of people in the discussion of the problem at hand"(p.80). The use of wiki could aid school activities as a result of interaction.
4. Blogging: Blog is a repository platform, a facility that can be used for storing information. It is an online diary where information and experiences are kept by the blogger. The teacher could make use of blog in the learning process.
5. Skype: Skype could be of great assistance in communicating classwork and homework. DiePetro (2013) has noted that "Skype is a popular and free software tool that allows users with a web camera and a microphone to communicate via their computer to other people by voice, video, and instant messaging"(p.122).
6. Facebook: Facebook is a new media platform that prompts users to be part of the platform through the status bar asking "what's on your mind". The user as observed by Levinson (2013) uses the status bars "to tell the online world what you are thinking, doing or feeling. "What's on your mind?"the Facebook status prompts you"(p.18).
7. YouTube: YouTube is a video based platform designed to give users opportunity of having access to video messages. Pearce and Tan (2013) have observed that "students use the multimedia potential of YouTube to engage with new and diverse topics and apply their knowledge and understanding of new topics within and beyond the classroom"(p.135).
8. LinkedIn: The LinkedIn is a new media platform created for building professional connection and enhancing professional development.
9. Whatsapp: Itis an end to end instant message media platform that could be used for voice calls, video calls, text messages, group chat and document transactions. This could serve as a platform of connection for members of a class by servicing synchronous and asynchronous communication needs.
10. Email: Email is an online based activity involving sending private mail to a relevant electronic mail address. It gives opportunity of instant feedback, messages could be replied at a convenient time. Cole (2006) has stated that "communication tools such as email and chat have broken down the barriers of time and distance and provided low-cost forms of communication that are within the reach of millions of people"(p.92).
11. Virtual library: National Policy on Education (2004) section 11(101e) has noted that "the library is the heart of the education enterprise"(p.36). The virtual library is an Internet based site housing electronic books, online journals and other vital information that could aid educational advancement.

Devices used for accessing the Internet are equally important when considering the various new media platforms. The smart phone is a multi-purpose digital device that could be used for accessing the Internet. Smartphone has contributed tremendously to the exponential growth of the Internet.

d) New Media Ethics and Teaching-Learning Process

Ethics determine what could be termed "acceptable" or "unacceptable" in communities. Communities have codes, principles etc. guiding them. The new media are digital communities and as such require sound ethical practice for efficiency and effectiveness. Lattimore, Baskin, Heiman and Toth (2012) stated that "ethics is what is morally right or wrong in social conduct, usually as determined by standards of profession, organizations and individuals"(p.82). As a result of porous environment of new media, sound ethical practice could guide and guard especially in relation to responsible use of media by adolescents, teens and young adults. Livingstone (2012)asserted that "if children can discern good content from bad, use media to express themselves, and protect themselves from mediated harm, then the burden of regulation on the industry and government can be lifted"(p.203). The fear expressed by Livingstone (2012) in respect of children discerning good content from bad ones could guard the children from harm, cyber bullying, hostility, aggression, criminality and self-destruction was entrenched by Kirsh (2010) that it is repeated acts of "hostile aggression directed at another individual and can involve verbal (e.g., name calling and teasing) and/or relational (e.g., spreading rumors) aggression. Around 10% of adolescent experience cyberbullying each year. Given that 97% of adolescent use the Internet" (p.210).Also, content could introduce moral panic. As such, ethics of relativism could come to fore in defining what could be acceptable as ethos and culture in the schools. Fisher (2014) has stated that "ethos and school culture are…the outward expression of 'secret harmonies' of the school, those norms, beliefs and values that becomes the modes, standards and rules of operation"(p.143).

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e) *Strategies of enabling effective use of new media in schools in the rural communities*

Strategy is a term encapsulating what can be done intentionally through systematic action to achieve a purpose. In respect of the new media especially in relation to schools in the rural communities, strategies to achieve effectiveness must be in place. Connecting remotely, interactivity, collaboration, vast information and feedback must be put into consideration. Aside from what can be done with the media, what the media can do should also be considered in order to enable effective use. The most important factor that would be required in enabling effective use in secondary schools in the rural communities should be active involvement of government urgent intervention. Although Younie and Leask (2013) have observed that:

> Despite significant government funding for technology, it was not uniformly allocated and discrepancies varied widely among schools (and) this situation was exacerbated by the differing patterns of support in local authorities… Consequently different levels of funding led to disparities between schools and variation in the provision means that teachers and pupils in different schools /local authorities are working under different condition (p.29).

First, intervention will quicken addressing discrepancies and such could be done by schools involving help of organisations in carrying out corporate social responsibilities through provision of new media tools. Ajayi (2008)asserted that "the good corporate citizenship means an act of corporate clarity and compassion which enables profitable companies to cater for the needs of their neighbours resulting in influencing the feelings of such community towards an organisation" (p.122).

Second, steps to enable effective use of the media must come to the fore. Availability of new media tools without ability of effective use will jeopardize the importance of having the media in schools. As a result of this, guaranteeing effective use of the media needs be in place. Adequate training that could equip facilitators must be given credence to salvage the system. In cases, where the schools are in need of personnel, opportunity of voluntary service should be made open. The humanitarian service could go a long way in aiding schools.

Third, steps to guarantee E-safety of new media users should be given adequate attention. Many digital immigrants are skeptical in respect to issues surrounding media use. As a result of this, adequate steps that would address the issues should come to fore especially in relation to time of use and what is done with the media. The most important aspect of this is taking steps to do the right thing with the media at the right time. Fear and panic were expressed overtime in relation to beliefs about ills (cyberbullying, cybercrime, pornography, identity theft etc.) surrounding use of the media. As such, provision of sound counselling units could serve as means of promoting benefits of the media. Also, acceptable values and standard could be projected through various activities designed counsellorsas means of training users to value virtue above vice especially in relation to taking steps to ensure self-regulation. Many adults are skeptical about activities of the younger ones and as such could exercise fear. In taking steps to eliminate the panic, things should be done according to acceptable societal norms and practice. To achieve this, sound guidance and counselling onproper and acceptable use of the media should be promoted.

The study of Nygard (2013) on "Perforating School: Digital literacy in arts and craft class" was reviewed empirically. The study was carried out in the West Coast of Norway. The objectives of the study examined how social media and blogging could become part of curriculum, find out values and attitudes related to uses of literacy and technology and identify how activities and opinions on social media could be evaluated in the students". The study showcased the case study of a school where the researcher was formerly employed. As a result of this, the researcher adopted auto ethnographic approach in examining steps that could enable effective use of new media in the classroom. Observation and questionnaire were used as research instruments. The population of the school at the time of research was between 300-400 and twelve students in the third year of a non- vocational school and a teacher served as the sample of the study. Activities in the Arts and craft were observed and the teacher was interviewed.

The study aimed at taking critical approach in examining various classroom practices including literacy. Observation and interview focused on classroom practice in relation to new media use especially practical aspect of lesson. Findings of the study showed that new media could play important role in the current teaching/learning process but issue of disparity of opinion in relation to the media use between "digital natives" and "digital immigrants" stood as a factor hindering effective use of the media in other subjects. Findings also show that in comparison to other lessons, the Arts and Craft lectures were shorter with opportunities for practical on topics linked to the lecture. Furthermore, findings showed that the teacher (Anne) was able to use blog as tool of empowerment, organized activities and learning environment with set goals and time frames for activities. Using blog gave room to community and sharing. Blogging done based on students perspectives served as motivational factor. Nygard (2013) has stated that "technology plays an important role not alone but as a constantly changing set of socially situated tools for literacy, making sense of

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the world and of ourselves"(p.104).The researcher concluded that the Arts and Craft teacher's professional practice served as advantage in relation to digital literacy.

The study is related to this current study based on the introduction of new media use into teaching/learning process.

VIII. Methodology

The study hinged on survey. Interview and questionnaire were used as research instruments to find out how new media use could aid functional education in secondary schools in Oyo State rural communities. The population of the study stood at 3523 representing students and educational workers. The study adopted multi stage sampling technique involving stage 1: clustering the schools based on the thirty three local government areas. Stage two: randomly selecting three local government areas through lucky draw. Egbeda, Lagelu and Ona Ara local Government areas were randomly selected. Stage three: random selection of two schools each from the three local government areas: six schools were selected. They are Anglican Grammar School, Oyedeji and Anglican Grammar School, Kutayi (Lagelu Local Government Area), Idiito Community High School, Erunmu, and Community High School, Kumapayi (Egbeda Local Government Area), Ogbere Community High School, Ogbere and Amuloko Community High School, Amuloko (OnaAra Local Government Area).

Purposive sampling was used for the selection of classes. Junior Secondary 1 and 2 and Senior Secondary classes 1 and 2 were selected. Sample size of students stood at 341, this was based on Meyer's sample size selection (Stacks and Hocking, 1992, p.183). The schools had 3511 students at the time the study was carried out. Anglican Grammar School, Oyedeji (176 students), Anglican Grammar School, Kutayi (230 students), Idiito Community High School, Erunmu (850 students), Community High School, Kumapayi (869 students), Ogbere Community High School, Ogbere (551 students) and Amuloko Community High School, Amuloko (835 students). Each of the schools had 57 students responding to the questionnaire while one of the school had 56 students responding to the questionnaire. Simple percentage was used in calculating responses. Interview responses for educational workers were written and summarized. Twelve educational workers were interviewed bringing the total number of sample to 353.

IX. Questionnaire Analysis

Table 1: Analysis of questionnaire comprising ten questions administered on the students

S/N	Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1.	New media necessary in a 21st century school?	248(73%)	44(13%)	14 (4%)	23 (7%)	12 (3%)
2.	Use of new media in secondary schools could aid school activities	252(74%)	48(14%)	10(3%)	21(6%)	10(3%)
3.	The extent of new media use in your school is adequate	4 (1%)	11 (3%)	24 (7%)	44 (13%)	258(76%)
4.	Counselling service in the schools will aid new media use.	252 (74%)	24 (7%)	44(13%)	11(3%)	10(3%)
5.	New media can aid homework performance	265(78%)	32(9%)	20(6%)	10(3%)	14(4%)
6.	Ethical measures and E-safety of new media users are necessary	236(69%)	48(14%)	32(9%)	13 (4%)	12(4%)
7.	Blogs, Twitter, Podcast can aid learning process	246(72%)	42(12%)	20 (6%)	25(7%)	8(2%)
8.	New media can enhance functional education in schools in rural areas	252(74%)	34(10%)	20(6%)	24(7%)	11(3%)
9.	New media can be used for all subjects	246(82%)	38(11%)	22(6%)	25(7%)	10(3%)
10.	There are factors hindering new media use in your school	278(82%)	32(9%)	10 (3%)	5(1%)	16(5%)

Source: Field Study, 2017

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The responses of students to questionnaire showed that effective use of new media should be enabled in rural communities for schools.

a) *Interview Presentation*

The interview schedule was designed based on the research questions. Three open ended questions were raised. Interviews were conducted to gather data on new media and functional education in rural communities. Twelve educational workers were interviewed. Responses shed light on the importance of new media in schools as vital 21st century media tools.

Interview Question One: What can you say about new media learning process in your school?

Responses to the interview showed that new media are currently not available for the teaching/ learning process in the schools that served as the sample for the study. This was established by the educational workers that responded to the interview questions. Although the media are not available in the schools but they believed that media provision could be used as education tools and channels of communication to enhance teaching/learning process. They also believed that if the media are in school, they could be used to facilitate beneficial learning experiences. Responses to the interview question projected the media as an admirable communication tool as a result of new media fascinating features. The interview respondents also believe that the media will make learning interesting and foster interaction. It was concluded that schools in the rural communities are not receiving the same attention as schools in the urban centres, As such, the extent of use of the new media in schools in the rural communities is very poor.

Interview Question Two: What are the strategies that could enable effective use of new media in secondary schools in the rural communities?

Some respondents agreed that with right strategies in place, effective use of new media in rural communities will be enabled. They explained that if the purpose of the media use in schools are made known to users through proper counselling, it will be difficult for users to subject the media to abuse. They explained that ethics should be given credence when it comes to the use of the media. As such, steps should be taken to develop ethical guidelines that could guarantee effective use of new media in schools. The media should be used in line with the dictate of the curriculum and opportunities should be given to practice during lessons. They also state that there should be collaboration between the facilitators and the learners to agree to terms that could enable effective use of the media. Also they suggested training so that new media can be used effectively in the teaching/ learning process to set pace for functional education that is relevant globally in the rural communities.

Interview Question Three: If the new media are available in schools, how can new the media platforms be used to aid functional education in the rural communities?

Majority agreed that if new media platforms are in place, they would aid the school activities and deliver functional education in the communities. However, some of the respondents disagreed and pointed to the fact that availability of platforms in class could lure students into illegal activities on the Internet. Some were of the opinion that YouTube, Facebook, Search engines and email will be useful in providing academic information. Whatsapp would have been a good platform of demonstrating use of media in class but it would not be possible since students are not allowed to bring smart phones to school.

The implications of the findings on secondary schools in the rural communities of Oyo State anchored on taking urgent steps by relevant stakeholders to address issues that could hinder effective use of new media in the schools as an avenue of enhancing professionalism, aiding working relationships in the schools and improving the students' general performance.

X. Discussion of Findings

Research Question One: What is the extent of use of the new media in secondary schools in the rural communities of Oyo State?

Responses from items 1, 2 and 3 answered to research question 1. Responses from the items pointed to the importance of new media in the 21st century schools. Use of new media is necessary in all schools irrespective of geographical location. Responses from items 1 on the questionnaire stating that "new media are necessary in 21st century school showed the importance of the media. 248(73%) respondents strongly agreed that new media is necessary, 44(13%) respondents agreed, 14(4%) of the respondents were neutral, 23 (7%) disagreed while 12 (3%) strongly disagreed. For item 2 on "the use of the new media could aid activities" 252(74%) of the respondents strongly agreed, 48 (14%) agreed to the new media aiding school activities, 10 (3%) of respondents were neutral, 21 (6%) of the respondents disagreed while 10(3%) strongly disagreed to new media aiding school activities aid. For item 3 on "the extent of use of new media are adequate in your school" got 4(1%) response strongly agreeing to the adequacy of new media in the school. 11(3%) of the respondents agreed, 24 (7%) were neutral, 44(13%) disagreed while majority totaling 258 (76%) strongly disagreed. From the findings, the new media tools are not adequately provided in the secondary schools in the rural communities. However, their importance cannot be underestimated based on the stipulation of National Policy on Education (2004) that "education and training facilities shall continue to be expanded in response to

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societal needs and made progressively accessible to afford the individual a far more diversified choice"(p.3). The global society is dynamic, as such system requires adequate communication system that is relevant. This in support of Katz (2012) that "Internet is an essential element in 21st century life for education" (p.157)

Research Question Two: What are the strategic factors that could enable effective use of new media in secondary schools in rural communities in Oyo State?

Items 4, 6, 9 and 10 responded to research to research question 2 issues. Item 4 on "counselling service in school will aid media use" got 252 (74%) respondents strongly agreeing, 24 (7%) respondents agreed to the importance of counselling as an aid to effective new media use, 44(13%) were neutral, 11(3%) disagreed to the importance of counselling while 10(3%) strongly disagreed to the importance of counselling as a factor that could aid effective new media use. For item 6 on "ethical measures and e-safety of new media use are necessary", 236(69%) respondents consented by strongly agreeing, 48 (14%) respondents agreed, 32 (9%) were neutral while 13(4%) disagreed and 12(4%) strongly disagreed to ethical measures and e-safety. For item 9 on "new media can be used for all subjects", as a strategic factor to enable effective use, 246(82%) strongly agreed, 38(11%) agreed, 22(6%) were neutral, 25(7%) disagreed while 10 (3%) strongly disagreed. For item 10 on the questionnaire on "there are factors hindering new media use in schools", 278(82%) strongly agreed, 32 (9%) agreed, 10 (3%) were neutral, 5(1%) disagreed while 16(5%) strongly disagreed. From the findings on item 10, the challenges could hinder effective use and as such, the challenges ought to be handled in relation to new media tools, users and contents. Smith and Hull (2013) has noted that "curricula and pedagogies built around literacies in this age must be designed for an ear characterized by access to democratization of tools, people and ideas in the digital spaces"(p.80). From the study findings on strategizing for effective use of the new media in secondary schools in the rural communities, people, tools and other vital factors that could aid effectiveness should be given credence.

Research Question Three: How can the various new media platforms aid functional education is secondary schools in the rural communities?

Responses from items 5, 7 and 8 addressed the issue raised by research question 3. Item 5 on "new media can aid homework" got 265(78%) respondents strongly agreed, 32(9%) agreed, 20(6%) were neutral, 10 (3%) disagreed while 14(4%) strongly disagreed to media aiding homework. From the findings, new media could serve to aid homework. Items 7 on Blogs, Twitter and Podcast aiding learning process got 246(72%) respondents strongly agreed, 42(12%) agreed, 20 (6%) were neutral 25 (7%) disagreed while 8(2%) strongly disagreed, From the responses from items 7, the impact of the new media platforms cannot be underrated in 21st century learning environment. As such, adequate steps ought to be taken in enabling provision of new media in the secondary schools in the rural communities. In line with this, Gerver (2010)'s statement that school "should be a journey which helps our young to develop interests and cultures responsibly, to see application and development opportunities that take them beyond what they want , to inspire them to know more"(p.16) should be considered by policy makers and education stakeholders. To enable this, new media should be available in schools irrespective of location to groom students that will be inspired to know more.

XI. Conclusion

The stipulations in the National Policy on Education (2004) and National Information Communication (ICT) Policy made it imperative that new media (ICT) should be made available in schools irrespective of geographical location of the school (urban or rural). The findings of the study revealed that adequate steps that could enable effective use of new media in secondary schools in the rural communities are not currently in place. As such, effective use has not come to the fore. Implicitly, there is indication that schools in the rural communities of Oyo State are not receiving adequate attention in agreement to stipulations in the National Policy on Education and ICT Policy. From the study, findings showed that new media could have positive influence on school activities. Therefore, it has become imperative to take steps of providing new media tools in the schools alongside relevant strategies that could empower effectiveness of use for school activities.

XII. Recommendations

Based on the findings of the study, enabling effective use of the new media in secondary schools in the rural communities has become an issue that requires urgent attention. In view of this, recommenddations include engaging organisation in corporate social responsibility effort as a means of equipping the schools with new media tools. Also, there should be a unit dedicated to counselling users in relation to E-safety and there should be training on media use for students and educational workers to enable effectiveness in relation to media use for relevant school activities.

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