

Cloud Resources Utilization and Science Teacher's Effectiveness in Secondary Schools in Cross River State, Nigeria

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Abstract : Background: This study investigated the impact of cloud resources, a component of cloud computing, on science teachers' effectiveness in secondary schools in Cross River State. Three (3) research questions and three (3) alternative hypotheses guided the study. Method: The descriptive survey design was adopted for the study. The population of the study comprised 1209 science teachers in public secondary schools of Cross River state. Sample: A sample of 487 teachers was drawn from the population using a stratified random sampling technique. The researcher-made structured questionnaire with 18 was used for data collection for the study. Research question one was answered using the Pearson Product Moment Correlation, while research question two and the hypotheses were answered using the Analysis of Variance (ANOVA) statistics in the Statistical Package for Social Sciences (SPSS) at a 0.05 level of significance. Results: The results of the study revealed that there is a positive correlation between the utilization of cloud resources in teaching and teaching effectiveness among science teachers in secondary schools in Cross River state; there is a negative correlation between gender and utilization of cloud resources among science teachers in secondary schools in Cross River state; and that there is a significant correlation between teaching experience and the utilization of cloud resources among science teachers in secondary schools in Cross River state. Conclusion: The study justifies the effectiveness of the Cross River state government policy of introducing cloud computing into the education sector. The study recommends that the policy should be sustained.

Keywords : cloud resources, science teachers, effectiveness, secondary school

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