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Utilization of Ict in Sabon-Gari Local Government Private Secondary Schools, Kaduna State-Nigeria

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Abstract: *This study was carried out to investigate Utilisation of ICT Facilities in Sabon-Gari Private Secondary Kaduna State. To do this, four research questions were formulated. The literature was review according to the research question pattern. A survey method was employed in the conduct of this study. The total number of 10 (100%) Ten Private School in Sabon-Gari were used for the study. The instrument used for data collection was questionnaire; the data collected for the study were presented and analyzed using both descriptive statistics and inferential statistics. Frequency distribution tables, percentages and histograms were used for the descriptive statistics. The study found out that computers, Printer, Photocopiers and telephone are the most available ICT facilities in Sabon-Gari private Secondary schools, the study recommended that other ICT facilities should be provided in order to facilitate teaching and learning and administrative efficiency in Sabon-Gari Private Secondary School and Kaduna State in general*

Keywords: *ICT: Facilites: Administrative staff:*

I. Introduction

Information Communication technology (ICT) is a term that covers all forms of computer and communications equipment and software used to create, store, transmit, interpret, and manipulate information in its various formats (UQ, 2002). ICT is widely used in the entire globe for different purposes, including business, health, transport, communication, and education. The advancement in ICT ranging from electronic chips, mini computers, to large scale devices, has its impact on every sector, and has crossed every nation in the world. But, the way they. utilize it differs from country to country. Computer and internet have integrated a lot of information and communication technology, leading to e-commerce, e-banking, e-government, e-learning, e-library and more

Information and community technologies (ICT) have become key tools and had a revolution impact on how we see the world and how we live. Today, the place of ICTs in education and the world in general cannot be undermined. Modern day businesses are conducted and facilitated through the use of telephones, fax machines and computer communication networks through the internet. This phenomenon has given birth to the contemporary ecommerce, e-government, e-medicine, e-banking and education among others.

Education and training involves processes of communication between providers and learners. Therefore, with the advent of Information and Communication Technology (ICT) and its advantages, there have been improvements in the educational sector, particularly in the area of course delivery. ICT has served as a facilitator in the general development of the educational environment due to the fact that the use of ICT in the educational sector has greatly improved the management of schools in both the administrative arm (preparation of payroll of staff, staff and student record processing e.t.c) and the academic arm (teaching and learning aid e.g instructional device).

Nonetheless, it is argued in the pro-technology literature that ICT has fundamentally changed the way Secondary school conduct their core business more especially in knowledge creation, management and dissemination. This introduction of ICT in the teaching and learning process is considered to be a major milestone in the way contemporary instruction is conducted especially at the university level (Koller 2012). Therefore, with the advent of Information and Communication Technology (ICT) and its advantages, there have been improvements in the educational sector, particularly in the area of course delivery. ICT has served as a facilitator in the general development of the educational environment due to the fact that the use of ICT in the educational sector has greatly improved the management of schools in both the administrative arm (preparation of payroll of staff, staff and student record processing e.t.c) and the academic arm (teaching and learning aid e.g instructional device).

Statement of the Problem

Information Communication technology (ICT) is a term that covers all forms of computer and communications equipment and software used to create, store, transmit, interpret, and manipulate information in its various formats (UQ, 2002). ICT is widely used in the entire globe for different purposes, including business, health, transport, communication, and education. Information and community technologies (ICT) have become key tools and had a revolution impact on how we see the world and how we live. Today, the place of ICTs in education and the world in general cannot be undermined. Information and community technologies (ICT) have become key tools and had a revolution impact on how we see the world and how we live. Today, the place of ICTs in education and the world in general cannot be undermined. Education and training involves processes of communication between providers and learners. Therefore, with the advent of Information and Communication Technology (ICT) and its advantages, there have been improvements in the educational sector, particularly in the area of course delivery. ICT has served as a facilitator in the general development of the educational environment due to the fact that the use of ICT in the educational sector has greatly improved the management of schools in both the administrative arm (preparation of payroll of staff, staff and student record processing e.t.c) and the academic arm (teaching and learning aid e.g instructional device). Education and training involves processes of communication between providers and learners. Therefore, with the advent of Information and Communication Technology (ICT) and its advantages, there have been improvements in the educational sector, particularly in the area of course delivery. ICT has served as a facilitator in the general development of the educational environment due to the fact that the use of ICT in the educational sector has greatly improved the management of schools in both the administrative arm (preparation of payroll of staff, staff and student record processing e.t.c) and the academic arm (teaching and learning aid e.g instructional device). With all relevant of ICTs in Teaching and learning, it was observed by the researcher that most of the our secondary school system still rely much on the traditional "chalk and talk" method of teaching rather than embracing the use of ICTs. Hence the study is set out to investigate the Utilization of ICTs facilities in Sabon-Garia private secondary schools Kaduna state

Research Questions

The following are the research question the study seeks to answer

1. What types of ICTs Facilities are available for use in Sobon-Gari Private secondary schools Kaduna State?
2. How do the ICTs Facilities are being utilize in Sobon-Gari Private secondary schools of Kaduna State?
3. For what purpose do ICT Facilities are being used in Sobon-Gari Private secondary schools of Kaduna State
4. What are the challenges facing the adoption of ICT in Sobon-Gari secondary schools Kaduna State.

II. Literature Review

Information and communication Technology

Ofodu (2007) also refer to ICT as electronic or computerized devices, assisted by human and interactive materials that can be used for a wide range of teaching and learning as well as for personal use. From these definitions, ICT could therefore be defined as processing and sharing of information using all kinds of electronic device, an umbrella that includes all technologies for the manipuInt. NGO.J. 282 lation and communication of information. Education and training involves processes of communication between providers and learners.

Use of ICT in education

Educational technology can be viewed differently, including any media that can be used in instruction. However, a narrower explanation on the subject would be confined to educational technology to computers, computer peripherals, and related software that are used for teaching and learning. On the other hand for technologists, educational technology is any hardware that is used in the classroom (Chai et al., 2009; Cuckle et al., 2000). Formal education is the major part of the education system, which is delivered through the school system of primary education to higher education. Even, pre-primary education is regular in most of the countries. The education involves mainly teaching and learning where knowledge is shared and generated. Ultimately to achieve the purpose of education in the modern world with high technology, ICT is widely used throughout the sector.

The uses of ICT in education are described with the functions; ICT as object by referring learning about ICT; ICT as an 'assisting tool' while making assignments, collecting data and documentation, communicating and conducting research; ICT as a medium for teaching and learning; and ICT as a tool for organisation and management in schools (Cuban, 2002; Davis et al., 2009; Dexter, 2002; Divaharan & Ping, 2010). These four dimensions are foremost in the educational system. In many countries evidence has clearly demonstrated that ICT can improve the quality of education (Lever-Duffy & McDonald, 2008; Hoque et al.,

2010). Thus, the role of ICT in education can be viewed from its practice in diverse countries, whereas few countries are observed. In general, it can be stated that a large percentage of educational institutes in the Netherlands have access to and make use of ICT with 97 percent of all institutes facilitate a Learning Management System, an electronic learning environment including an electronic portfolio system (Brummelhuis & Wijngaards, 2010). The ICT facilities and internet broaden the capacity of ICT use in every institution. In Netherland it is found that, of studied schools, 95 percent provide access to the Internet: some 83 percent of broadband and some 72 percent via Hotspot Wi-Fi network facilities (Brummelhuis & Wijngaards, 2010). In Turkey, a school in Ankara has one computer laboratory with 21 computers, 15 classrooms have a computer, and there are 350 Classmate PCs donated by Intel. The lab has broadband Internet and a wireless hub (Light, 2009; Demiraslan & Usluel, 2008). Uses of ICT in pedagogical activities are widespread in the education system. Teachers use computer software to make lesson plans, PowerPoint presentations, and use smart boards for interactive lessons. Distant education consumes best use of ICT, and e-learning is also accelerating in an efficient way. E-Learning covers a continuum of educational applications with Word, Excel, Access and PowerPoint as the main gadgets on one end with no or little impact on teaching, learning and administrative practices on the other end (Herselman & Britton, 2002; Ng, 2010). Apart from audiovisual technology used in the classrooms for teaching and learning process, phone technologies, email, electronic discussion and online classrooms are also used (Niederhauser & Perkmen, 2010; Stuart, 2009).

The Extent of ICT Use in Teaching and Learning

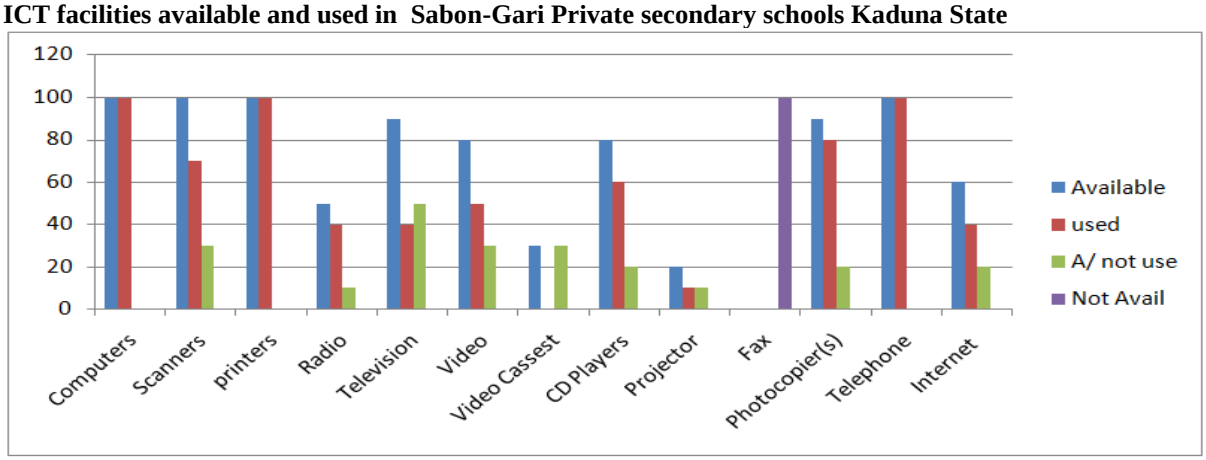
According to the principle of individual differences, humans differ greatly in the way they respond to stimuli. Some of these differences may be related to their genetics, gender or past experiences. By the same token faculty and students embrace the use of ICT differently. And because the perceptions of the role ICT plays in education may inadvertently influence the extent of use, the latter will also be reviewed. And of course there are mixed opinions on whether or not ICT should be used in teaching and learning with some educationists arguing in favor of it and others fronting a more blended approach (Bonk 2012; Breen et al 2001). In the recent past, a trend in higher education institutions has been witnessed where universities are increasingly being compelled by the new wave of globalization to think global even though they have a mandate to act local. The term "glocal" coined to depict this phenomenon is only too familiar in the higher education field. ICT in higher education institutions is perceived to be a major actor in building capacity and capability in addressing the changing global pedagogic needs which includes enhancing the delivery of content to a global education market (James, 2008).

Challenges to the Use of ICT facilities in Teaching and learning

The ICT environment in higher education institutions is not one without inhibitive factors that hinder full adoption of educational technology. Far from it, there is an array of barriers that emanate from the institutions themselves, the would-be user and as well as from pedagogical constraints. The section that follows highlights some of these barriers. Birch Burnett (2009) tried to find out what motivates faculty to use technology, what the latter's attitude towards educational technology was and the factors that enabled and hindered their use. The study revealed that there exist institutional barriers which include: lack of academic leadership, unclear vision and the absence of formal strategic planning as well as wanting institutional policies. On the other hand, barriers emanating from the individual were discovered to be heavy course loads that left faculty less time to do little else whereas pedagogical barriers had something to do with course designs

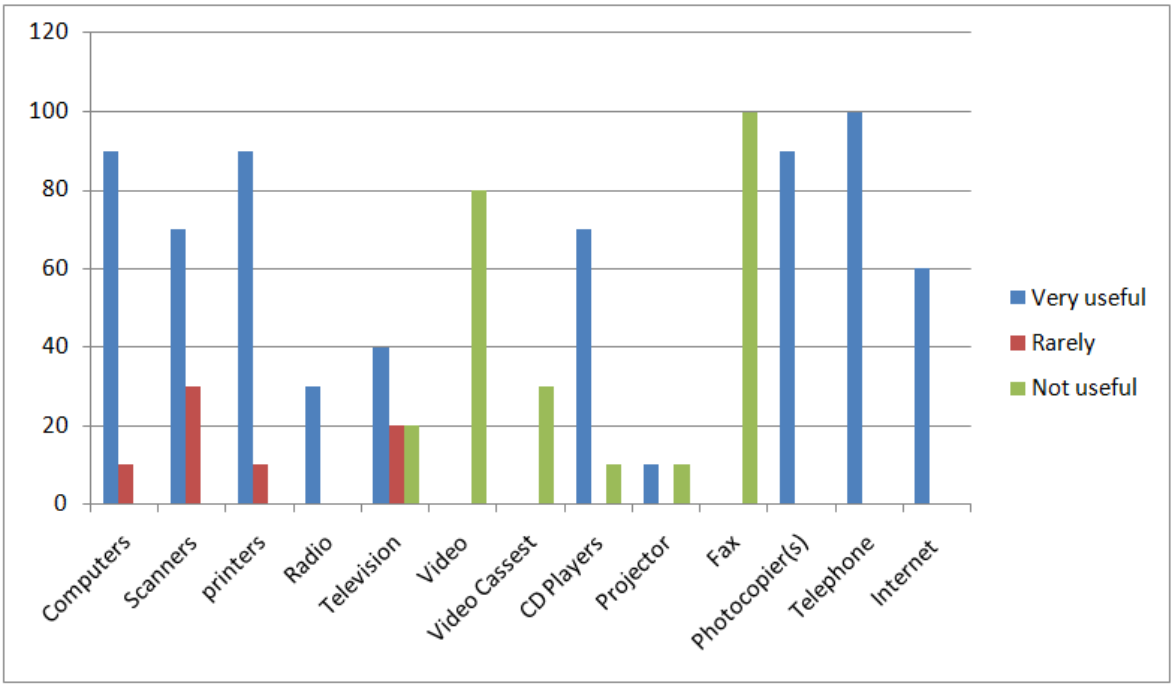
Major Findings

ICT facilities available and used in Sabon-Gari Private secondary schools Kaduna State



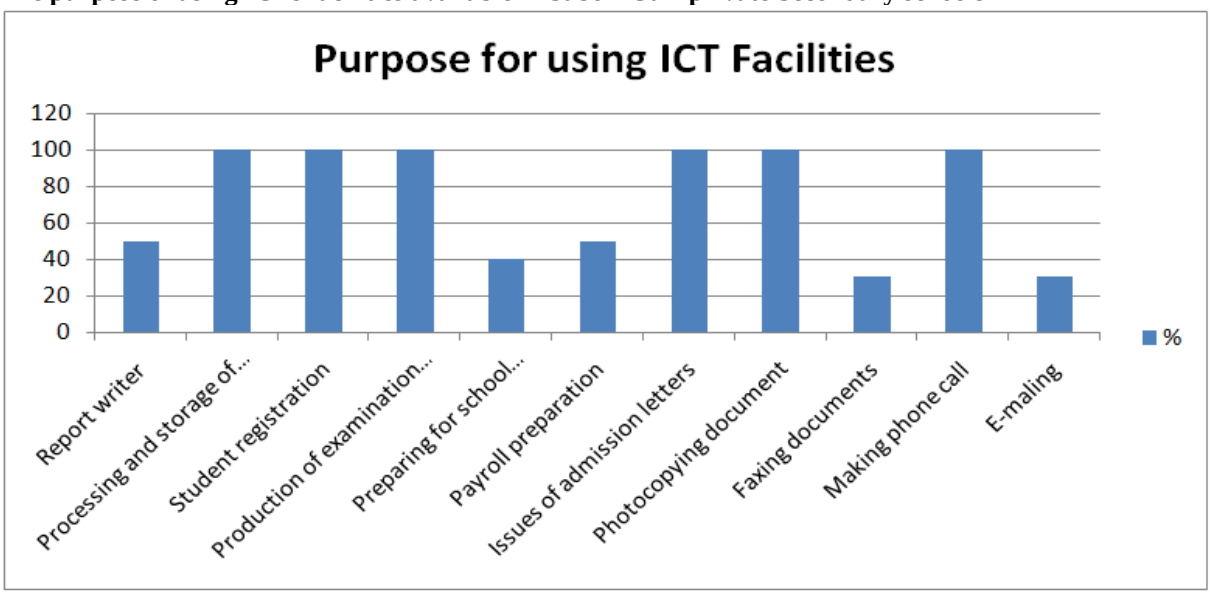
It was discovered that computer, scanners, photocopiers, CD-players, printers and cell phones were the types of ICT Facilities available and are being used with higher frequency of over 50% responses scores in Sabon-Gari Private Secondary School. Whereas projectors, Video and Video cassest, Radio and Internet were the of ICT Facilities available and are being used with least frequency of less than 30% responses scores respectively. This means telephone and computers are important ICT tools that every schools should endeavor to acquire as it is aids communication and learning.

How do the available ICTs Facilities are being utilize in Sobon-Gari Private secondary schools of Kaduna State



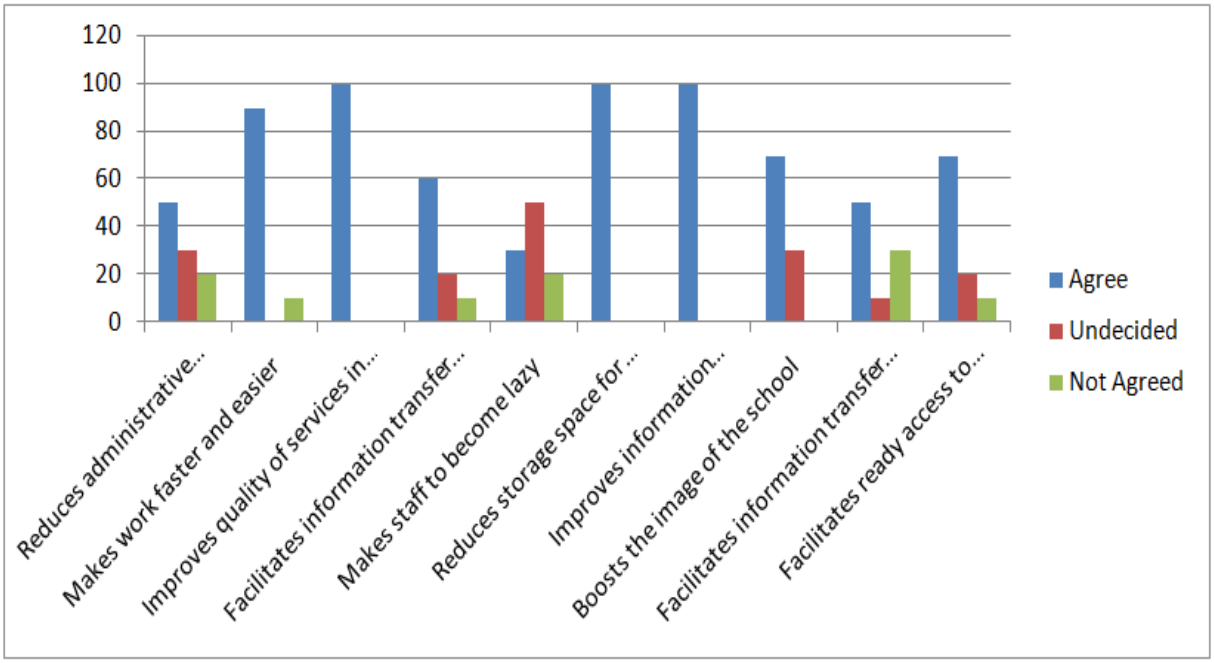
It was above revealed the response of the respondents of the usefulness of ICT Facilities in Sabon-Gari Private Secondary Schools. It was discovered that computer, scanners, photocopiers, CD-players, printers and cell phones out line to them were found very useful with higher frequency of 70% responses scores. It was only Fax machine were found not useful with less frequency of 0.0% responses scores respectively. This means telephone and computers and other ICT Facilities are important tools that every academic environment especially in this era of globalization. Therefore, its of the paramount of any school to adopt the use of ICT facilities in their academic activities

The purpose of using ICTs facilities available in Sabon-Gari private Secondary schools



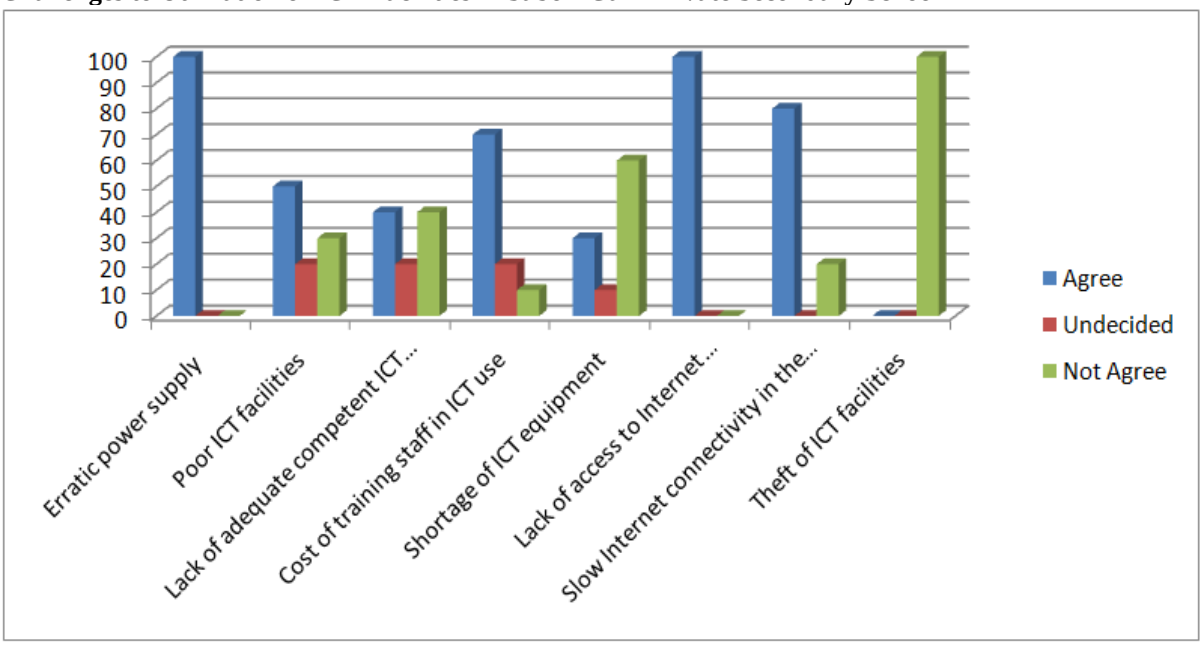
revealed the response of the respondents on the reasons/purpose for utilization of ICT Facilities in Sabon-Gari Private Secondary School that assesinh and storage of record, student registration, production of exam question papers, issueing of admission letters, and making phone call were the major reason for the utilization of ICT Facilities with highest frequency over 90% responses scores. whereas preparing for the school budget and emailing were the least frequency of less than 30 responses score respectively. This finding corroborates the finding of Ahmad (2009) reports ICT Facilities are used for research purposes and other administrative works about one-quarter to one third used it to prepare lectures and gain subject knowledge.

Effects of ICT Facilities on Sabon Gari Private Secondary schools operations



It shows that 10(100%) of the private schools agreed that ICT helps in making work faster and easier, Reduces storage space for documents and also improves the quality of services in schools. 5(50%) agreed that ICT reduces administrative workload and Facilitates information transfer outside the school. 7(70%) agrees that ICT facilitates access to information and Boosts the image of the school, 3(30%) Makes staff to become lazy, This result shows that the private schools are aware of the benefits of ICT

Challenges to Utilization of ICT Facilities in Sabon-Gari Private Secondary School



It was reveal that Shown that slow Internet connectivity in the institution, Erratic power supply, and Poor ICT facilitiesl were the major challenges in the utilisation ICT Facilities with highest frequency of over 70% and 100% responses scores in Sabon-Gari Private Secondary School. Whereas, poor ICT facilities, Lack of adequate competent ICT personnel and Shortage of ICT equipment were the major challenges the utilisation of ICT Facilities with leats frequency of less than 30% and 40% responses scores The prevalence of these challenges was also reported in similar studies such as Abdullahi and Haruna (2008) who found out that lack of basic knowledge of ICT is the second major constraint after the problem of erratic power supply to the use of electronic resources in the university libraries in Nigeria

III. Recommendations

The following recommendations should be looked into.

- Since computers, Printer, Photocopiers and telephone are the most available ICT facilities in Sabon-Gari private Secondary schools in, the study recommends that other ICT facilities should be provided in order to facilitate teaching and learning and administrative efficiency.
- Well-qualified ICT personnel (teachers, technologist, and technicians) should be employed in secondary schools. Computer teachers should be specially trained by including it into the curricula of colleges of education Nigeria in other to be able to exhibit their skills professionally.
- The ICT laboratory should be made to look like the typing pool in secondary schools. If the Federal Ministry of Education, Science and Technology make ICT education examinable theoretically and practically, and implemented as included in the National Policy on Education, it may force schools to acquire more ICT facilities there by making the schools to realize the positive effects of ICTs.
- Kaduna State Government should ensure regular supply of electricity as erratic power supply can easily cause damage to ICT equipments and can slow down its usage.

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