Input Evaluation of Information and Communication Technology Facilities in Utilized Senior Secondary Schools in Emohua Local Government Area, Rivers State, Nigeria

William J. Ubulom & Isaac P. Ajinwo

Department of Business Education
Faculty of Technical and Science Education
Rivers State University
PMB 5080, Port Harcourt, Nigeria
will.ubulom@yahoo.com

ABSTRACT
This study evaluated the use of Information and Communication Technology facilities in teaching/learning process in senior secondary schools in Emohua local government area. The study adopted evaluation research design and Input Evaluation component of the CIPP Evaluation model developed by Stufflebeam in 1971. Three research questions and three null hypotheses guided the study. A set of self-structured research instrument was used to gather data for this study. The population of the study was the entire teachers and students of public secondary schools in Emohua Local Government Area, which comprised of a total of six hundred and eighty (680) respondents (that is, 280 teachers and 400 students) drawn from (10) selected public Secondary Schools in the local government area. Purposive sampling procedure was adopted for this study as the entire population was used as the sample size. The research instrument used for data collection in this study was ICT Facilities Utilization in Teaching/Learning Process Inventory (ICTFUTLPI). The copies of the research instrument were administered to the teachers and students who served as respondents in this study. For data analysis, the research questions were analyzed with mean and standard deviation, while the hypotheses were tested with Z-test statistics. The study revealed that ICT facilities were not available, not utilized, however have numerous benefits if utilize in teaching and learning in secondary schools as teaching resources. It was recommended that the authorities concerned for public secondary education, irrespective of its size, have a duty to ensure that ICT facilities are made available and adequately utilized by teachers and students in teaching and learning process in secondary schools in Emohua Local Government Area. ICTs should be integrated in teaching and learning, and also be made available, adequate utilized in secondary schools in Emohua Local Government Area.

Keywords: Information, Communication, Technology, Facilities, Evaluation, Instructional Delivery, Learning, Teaching.

INTRODUCTION
The use of information and communication technology (ICT) across the globe has been widely recognized as proper tools in the development and sustainability of organizations as well as the educational sector. The possibility for any educational sector to be able to store and analyze information and function effectively in teaching and learning at any given time, has been made easy by the use of ICTs. Information and Communication Technology has been conceptualized in a variety of ways. Ifucko (2011) defined information and communication technology as the digital processing and utilization of information by the use of electronic computer. Ajayi (2011) opined that Information communication technology tools, involves various method which include systematized feedback system, computer-based operation/network, video conferencing and audio conferencing, internet/worldwide websites and computer assisted instruction. This implies that ICT comprises the storage, retrieval, conversion and transmission of information through the use of all kinds of digital device. Economy development is partly determined by the ability to establish a synergistic relationship between technological innovation and human value. There is no facet of human endeavor be it,
economy, social or educational that is not ICT motivated or driven. This is because ICTs has the capacity to refurbish the economic system as well as the educational sector. Hence the implementation of ICTs in the teaching and learning in secondary schools in Emohua Local Government Area is of paramount concern.

Teaching and learning according to Eze & Aja (2014) produce results that are wanted or intended when the learner is able to exhibit behavior that reflects the objectives of the instructional programme. This is achievable only when the learning environment is supportive with all the necessary equipment required to function. In the secondary schools the integration of ICT equipment in teaching and learning has a positive impact in the academic performance of students, if made available and utilized in the system. However, when one looks closely at the secondary schools system in Emohua Local Government Area, it appears that the importance of ICTs have not been felt in the schools, as teachers and students are yet to embrace the use of ICTs. Conventional teaching has emphasized content, for many years now subjects have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favouring curricula that promote competency and performance. Curricular are starting to emphasize capabilities and to be concerned more with how the information will be used than with what information is. Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies (Oliver, 2011).

It is important to note that instructional delivery has gone beyond the teacher standing in front of a group of pupils and disseminating information to them without the students’ adequate participation (Ajayi, 2011). This new development is a strong indication that the era of teachers without ICT skills is gradually fading away. With the use of ICTs, teachers can take students beyond traditional limits, ensure their adequate participation in the instructional delivery process and create vital environments to experiment and explore. However, Observations of schools in Emolga shows that most of the teachers still rely much on conventional or traditional “chalk and talk” method of teaching, rather than embracing the use of ICT. Reason being that the teachers has technophobia, believing that technology might take over the positions of the teachers if fully integrated in the school system.

For proper execution of secondary school objectives and practical work on ICT- related subjects will mean that availability of ICT appliances will have to be put in place (Amiaya, 2014). In schools where new technologies are available and used, students have access to tools that adjust to their attention and provide valuable and immediate feedback for literacy enhancement, which is currently not fully implemented in secondary school in Nigeria (Emuku & Emuku, 2010). Hence, Azih & Nwosu (2012) attributed the non-availability of new technologies in secondary schools to lack of access to ICT facilities. Okwudishu (2012) discovered that the unavailability of some ICT components in schools hampers teachers and students use of ICT facilities. It must however be stressed that the effective use of ICT facilities during teaching/learning process depends on their availability and teachers’ competence in using them. Experience has shown that there are no functional internet facilities in most secondary schools in Emolga. This appears to hinder the extent of students and teachers’ exposure to the use of ICT in teaching or instructional process. Teachers as well as students appear not to be knowledgeable in the use of ICTs because there appears not to be available ICT tools and any official training for both the teachers and the students in the schools.

Availability and utilization of ICT equipment such as computer, projector, internet, e-mail, World Wide Web (www), audio CD etc., for teaching and learning in public secondary schools in Emolga should be seen as a necessity. Moreover, making ICT facilities available and utilized as an instructional material for teaching and learning will be beneficial both to the students and teachers, and as such give them the opportunities to access information of their interest at any given time. The utilization of ICT helps to broaden the students understanding, knowledge as well as make them gain new knowledge and information on how to solve academic problems. Kulik (2014) revealed that on average, students who used ICT-based instruction scored higher than students without computers. But when the necessary ICT equipment for teaching and learning are not adequately utilized, teaching and learning becomes theoretical and ineffective (Aliyu, 2012). Full utilization of ICT in the school setting has a great impact in contributing to the achievement of the educational objectives, aims and goals as well as improving teaching and learning (Badmus, 2004 in Eze & Aja, 2016). It is evident
that effective implementation of ICTs equipment in secondary schools will guarantee the users the benefit to access information and experience in the academic process (Ugwu & Ogboebulam, 2011).

According to Peeraer & Petergem (2011), ICT benefits schools in enhancing learning in classroom and improving management of schools such as timetabling, record storage, secretarial work like, typing staff minutes of meetings, examination question papers and letters. They also stated that ICT improves accountability efficiency and effectiveness in school activities and assists in the use of power point presentations and internet. ICT if fully implemented in secondary schools has the capacity to reduce the cost of education and increase efficiency. Aguyo (2010) pointed out that ICT in school can be viewed as a cost effective especially in terms of manpower as one teacher can reach out to many learners through internet, interactive white board and video conference technologies. Parents are also spared the agony of buying many textbooks because many of them would be available online.

Despite all the enormous benefits of ICT, its implementation in teaching and learning in secondary schools in Emohua Local Government Area still remain a mirage. Therefore, this research work takes a look at the perception of students and teachers in the implementation of information and communication technology in secondary schools in Emohua Local Government Area of Rivers State, Nigeria.

**Statement of the Problem**

The implementation of Information and communication technology in teaching and learning in secondary schools is necessary and rewarding. Some schools now have it among other instructional materials while others have not seen a computer set. However, observations of schools in Rivers State showed that ICTs are readily available and utilized in most private schools and unavailable in public secondary schools. For some time now secondary schools in Emohua Local Government Area have been facing challenges ranging from unavailability of ICT facilities, non-utilization of ICTs facilities in teaching, to poor power supply, incompetent personnel, etc. According to Ohakwe & Njoku (2010) identified constraints in the implementation of ICT, such as unavailability of equipment, inadequate personnel, inadequate textbooks and other teaching materials as impediments in the benefits of ICTs. Also studies have revealed that, students who learn in a technology-rich environment experience positive effects on their performance in all subject areas (Valasidou & Bousiou, 2012). Whereas, implementation of ICTs in teaching and learning are not considered central especially in secondary school in Emohua Local Government, as most of the teachings, tests and examinations in schools still follow the traditional paper and pencil procedure instead of the use of adequate and improved information and communication technology facilities. Therefore, the researcher desires to examine students and teachers perception on the implementation of ICTs in public secondary schools in Emohua Local Government Area.

**Purpose of the Study**

The purpose of this study was to carry out the input evaluation of the level of utilization of ICT facilities during teaching/learning process in senior secondary schools in Emohua Local Government Area, Rivers State, Nigeria. Specifically, the study attempted to achieve the following:

1. Determine the level of ICT facilities available in public secondary schools in Emohua Local Government Area.
2. Examine the extent to which ICT facilities are being utilized in teaching and learning in public secondary schools in Emohua Local Government Area.
3. Find out the benefits of utilizing ICT facilities in teaching and learning in public secondary schools in Emohua Local Government Area.

**Research Questions**

The following research questions guided the study:

1. What is the level of availability of ICT facilities in public secondary schools in Emohua Local Government Area?
2. To what extent are ICT facilities utilized in public secondary schools in Emohua Local Government Area?
3. What are the benefits of utilizing ICT facilities in public secondary schools in Emohua Local Government Area?
Hypotheses
The following null hypotheses were formulated and tested at 0.05 level of significance:
1. There is no significant difference between the opinion of teachers and students regarding the level of availability of ICT facilities in public secondary schools in Emohua Local Government Area.
2. There is no significant difference between the opinion of teachers and students regarding the extent of ICT facilities utilization in public secondary schools in Emohua Local Government Area.
3. There is no significant difference between the opinion of teachers and students regarding the benefits of utilizing ICT facilities in public secondary schools in Emohua Local Government Area.

METHOD
The study adopted evaluation research design as well as Input Evaluation component of the CIPP Evaluation model developed by Stufflebeam in 1971. The population of the study was the entire teachers and students of public secondary schools in the local government area, which comprised of a total of six hundred and eighty (680) respondents (that is, 280 teachers and 400 students) drawn from (10) selected public Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria. Purposive sampling procedure was adopted for the study as the entire population was used as the sample size. The research instrument used for data collection in this study was ICT Facilities Utilization in Teaching/Learning Process Inventory (ICTFUTLPI). The instrument comprises of two sections. The first section is made up of background information of the respondents. The second section is made up of statements relating to the variables used in the study with response options of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points and Very Low Extent (VLE) – 1 point. The instrument was validated by three experts, one in Business Education and two in measurement and evaluation all in Rivers State University, Port Harcourt. Their suggestions were incorporated into the final design of the instrument which made the research instrument to have face and content validity. The reliability of the instrument was established through a test re-test and was correlated using Pearson's Product Moment Correlation coefficient (r) and a reliability coefficient 0.78 was obtained. Six hundred and eighty (680) copies of the instrument was administered to the respondents through personal contact and all duly retrieved after filling. The data collected was analyzed using mean and standard deviation for research questions, while the hypotheses were tested using z-test at 0.05 level of significance.

RESULTS
Research Question 1:
What is the level of availability of ICT equipment in public secondary schools in Emohua Local Government Area?

Table 1: Mean ratings on the Level of availability of ICT equipment for teaching and learning in secondary schools in EMOLGA

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Students (n=400)</th>
<th>Teachers (n=280)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>1</td>
<td>Computer</td>
<td>1.72</td>
<td>0.72</td>
</tr>
<tr>
<td>2</td>
<td>Internet facilities</td>
<td>1.51</td>
<td>0.67</td>
</tr>
<tr>
<td>3</td>
<td>Multimedia technology</td>
<td>1.53</td>
<td>0.61</td>
</tr>
<tr>
<td>4</td>
<td>Power point</td>
<td>1.90</td>
<td>0.81</td>
</tr>
<tr>
<td>5</td>
<td>Tele-collaboration</td>
<td>1.41</td>
<td>0.56</td>
</tr>
<tr>
<td>6</td>
<td>Audio conferencing</td>
<td>1.60</td>
<td>0.66</td>
</tr>
</tbody>
</table>

Table 1 shows the extent of availability of ICT equipment for teaching and learning in secondary schools in Emolga. The result indicates some similarity in the responses of the respondents regarding the availability of ICT tools. The finding reveals mean values ranging from 1.41 to 1.90 for students.
and 1.26 to 1.93 for teachers. This range of values when compared to the cutoff mean of 2.50 is considered to be low, hence the remark of LE (Low Extent) in the table. The values for the standard deviations as indicated from the table ranging from 0.56 to 0.81 for students and 0.56 to 0.72 for teachers show the closeness of the responses of the teachers who responded to items on the instrument. Furthermore, comparing the mean responses for students to teachers’, there is no much difference. However, z-test of significance will show if such differences are significant or not.

**Research Question 2:**

To what extent are ICT equipment utilized for teaching and learning in public secondary schools in Emohua Local Government Area?

Table 2 Mean ratings on the extent of utilization of ICT equipment for teaching and learning in public secondary schools in EMOLGA

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Students (n=400)</th>
<th>Teachers (n=280)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>1</td>
<td>Use computer for recording of students score</td>
<td>1.47</td>
<td>0.62</td>
</tr>
<tr>
<td>2</td>
<td>Use of internet to search for materials for instructional delivery</td>
<td>1.40</td>
<td>0.49</td>
</tr>
<tr>
<td>3</td>
<td>Use power point to plan for teaching</td>
<td>1.33</td>
<td>0.47</td>
</tr>
<tr>
<td>4</td>
<td>Use multimedia technology for classroom management and control</td>
<td>1.51</td>
<td>0.62</td>
</tr>
<tr>
<td>5</td>
<td>Use of tele-conferencing in networking to other computers in instructional Process</td>
<td>1.40</td>
<td>0.53</td>
</tr>
<tr>
<td>6</td>
<td>Use audio conferencing to get feedback from students and teachers</td>
<td>1.29</td>
<td>0.50</td>
</tr>
</tbody>
</table>

Table 2 shows the extent of utilization of ICTs equipment for teaching and learning in the study area. The result indicates some similarity in the responses of the respondents regarding the extent of utilization of ICTs equipment. The finding reveals mean values ranging from 1.29 to 1.51 for students and 1.31 to 1.95 for teachers. This range of values when compared to the cutoff mean of 2.50 is considered to be low, hence the remark of LE (Low Extent) in the table. The values for the standard deviations as indicated from the table ranging from 0.47 to 0.62 for students and 0.59 to 0.80 for teachers show the closeness of the responses of the teachers who responded to items on the instrument. However when the mean response for students are compared to teachers’, there are some slight difference. The z-test of significance showed when differences are significant or not.
Research Question 3:
What are the benefits of utilizing ICT equipment in teaching and learning in public secondary schools in Emohua Local Government Area?

Table 3: Mean ratings on the extent of benefits of ICT equipment in teaching and learning (N=680)

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>Students (n=400)</th>
<th>Teachers (n=280)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>S.D</td>
</tr>
<tr>
<td>1</td>
<td>Computer provides means for teachers to assess academic performance of students.</td>
<td>3.34</td>
<td>0.66</td>
</tr>
<tr>
<td>2</td>
<td>Internet usage guarantees more to information and experience.</td>
<td>3.18</td>
<td>0.82</td>
</tr>
<tr>
<td>3</td>
<td>Use of power point helps to maximize students attentiveness to instruction.</td>
<td>3.24</td>
<td>0.78</td>
</tr>
<tr>
<td>4</td>
<td>Multimedia technology help students ability to demonstrate understanding of what has been learnt</td>
<td>3.27</td>
<td>0.68</td>
</tr>
<tr>
<td>5</td>
<td>Tele-conferencing usage result in improvement in learning over conventional methods</td>
<td>3.18</td>
<td>0.90</td>
</tr>
<tr>
<td>6</td>
<td>Students are more enthusiastic and motivated to learn when audio conferencing is used for instructional delivery</td>
<td>2.46</td>
<td>1.02</td>
</tr>
</tbody>
</table>

Table 3 shows the extent to which of ICT equipment benefit in teaching and learning in secondary schools in Emolga. The result indicates some similarity in the responses of the respondents regarding the extent of ICT benefits. The finding reveals mean values ranging from 2.46 to 3.34 for students and 2.64 to 3.29 for teachers. This range of values when compared to the cut-off mean of 2.50 is considered to be high, hence the remark of HE (High Extent) in the table. The values for the standard deviations as indicated from the table ranging from 0.66 to 1.02 for students and 0.69 to 1.00 for teachers show the closeness of the responses of the teachers who responded to items on the instrument. However when the mean response for students are compared to teachers’, there are some slight difference. The z-test of significance will show if such differences are significant or not.

Hypothesis 1:
There is no significant difference in the mean responses of teachers and students on the extent of availability of ICT equipment for teaching and learning in secondary schools in EMOLGA.

Table 4: Z-test result showing the difference in the levels of availability of ICT equipment

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>Z_cal</th>
<th>Z_crit</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1.61</td>
<td>0.24</td>
<td>400</td>
<td>0.51</td>
<td>1.96</td>
<td>0.6129</td>
<td>Accept</td>
</tr>
<tr>
<td>Teachers</td>
<td>1.60</td>
<td>0.27</td>
<td>280</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows the difference in the mean responses of students and teachers on the availability of ICT equipment in teaching and learning in secondary schools in Emolga. Among the six ICT equipment considered, students and teachers agree that these equipment are available to a low extent with mean values less than 2.50. Hypothesis test of significant difference in the extent of availability between
students and teachers yielded $z_{cal}$ value of 0.51 against $z_{crit}$ value of 1.96. Since the $z_{cal}$ was less than the $z_{crit}$, the hypothesis was accepted that no significant difference existed between their opinions on the availability of ICT equipment for teaching and learning in the study area.

**Hypothesis 2:**
There is no significant difference in the mean responses of teachers and students on the extent of ICT equipment utilized in teaching and learning in secondary schools in Emohua Local Government Area.

Table 5: Z-test result showing the difference in opinion on the extent of ICTs utilization in teaching and learning

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>$Z_{cal}$</th>
<th>$Z_{crit}$</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>1.40</td>
<td>0.24</td>
<td>400</td>
<td>12.32</td>
<td>1.96</td>
<td>0.0000</td>
<td>Reject</td>
</tr>
<tr>
<td>Teachers</td>
<td>1.64</td>
<td>0.26</td>
<td>280</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows the difference in the mean responses of students and teachers on the utilization of ICT equipment for teaching and learning in secondary schools in Emolga. Among the six ICT equipment considered, students and teachers agree that the equipment are utilized to a low extent with mean values less than 2.50. However, mean responses of students differed from teachers’ as shown in Table 4.5. Hypothesis test of significant difference in the extent of utilization between students and teachers yielded $z_{cal}$ value of 12.32 against $z_{crit}$ value of 1.96. Since the $z_{cal}$ was greater than the $z_{crit}$, the hypothesis was rejected that no significant difference existed between their opinions of the extent of utilization of ICT facilities for teaching and learning in the study area.

**Hypothesis 3:**
There is no significant difference in the mean responses of teachers and students on the benefits of ICT equipment in teaching and learning in secondary schools in Emohua Local Government Area.

Table 6: Z-test of difference in opinion regarding the extent of ICT benefits in teaching and learning.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>$Z_{cal}$</th>
<th>$Z_{crit}$</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>3.11</td>
<td>0.47</td>
<td>400</td>
<td>2.14</td>
<td>1.96</td>
<td>0.0321</td>
<td>Reject</td>
</tr>
<tr>
<td>Teachers</td>
<td>3.04</td>
<td>0.35</td>
<td>280</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6 shows the difference in the mean responses of students and teachers on the extent to which ICTs benefit in teaching and learning in secondary schools. Among the six items considered, students and teachers differ in their opinion regarding the extent to which implementation of ICTs benefits in teaching and learning. Hypothesis test of significant difference on the extent to which the use of ICT facilities benefits students and teachers which yielded $z_{cal}$ value of 2.14 against $z_{crit}$ value of 1.96. Since the $z_{cal}$ was greater than the $z_{crit}$, the hypothesis was rejected that no significant difference existed between their opinions regarding the extent to which ICT benefit in teaching and learning in secondary schools in Emolga.

**DISCUSSION**
The findings of this study were discussed in consonance with the research questions as follows:
*The level of availability of ICT equipment for teaching and learning in secondary schools in Emohua Local Government Area:*
From the result of this study, it was found that the differences in the opinions of the teachers and students over the issue are significant. The finding also was in consonance with the study of Aliyu (2012), who reported that, to ensure optimum teaching and learning under the best conditions, ICT facilities are expected to be adequately and sufficiently provided with requisite instructional facilities and equipment.
The extent to which ICT equipment are utilized for teaching and learning in secondary schools in Emohua Local Government Area:

Based on the result of this study, it was discovered that no significant difference existed between their opinions of the extent of utilization of ICT equipment for teaching and learning in the study area and that the implementation of ICTs has the capacity to benefit teachers and students in secondary schools in Emohua Local Government Area. This result of this study shows that no significant difference existed between their opinions regarding the benefits of ICTs, and the alternative hypothesis upheld. This result is not in consonance with the finding of Kulik (2014) who revealed that, on average, students who used ICT-based instruction scored higher than students without computers.

CONCLUSION

Based on the findings of this study, it was concluded that the use of ICT equipment is necessary in this digital age, but that these equipment are not available and adequately utilized for teaching and learning in secondary schools in Emohua Local Government Area. This finding might be accounted by the fact that the respondents may have felt that the government hardly equip the public school with the necessary ICT equipment. However, the respondents showed positive attitude towards the use of ICT equipment as an instructional material and also agree that the use of ICT equipment as an instructional material has the capacity to influence teachers and students literacy. Conclusively, ICTs as an instructional material was found to be very low or absent in secondary schools in Emohua Local Government Area, but will become a strong agent for change among many education practices if made available, and effectively utilized in the school system.

Educational Implications

It is clear from the evidence obtained in this study that the implementation of ICTs as an instructional material for teaching and learning in secondary schools in Emohua was absent or very low therefore need to be canvassed for vigorously. The implication is that the students will not have the knowledge of the necessary and valuable ICT equipment until graduation. The after effect is that students will find it difficult to compete in the society where ICT is the order of the day and teachers will not be able to deliver their lesson to the best of their ability.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Government as well as all education stakeholders should strive to make available ICT equipment for teaching and learning in secondary schools in Emohua Local Government Area.
2. Teachers as well as students should be given adequate training on the effective use of ICT equipment.
3. Ministry of education and the schools board should make compulsory the application of ICT equipment in teaching and learning in secondary school in Rivers State.

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