



# **Availability and Accessibility of Information and Communication Technology (ICT) Facilities in the Management of Secondary Schools in Port Harcourt Local Government Area, Rivers State**

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## **ABSTRACT**

This paper examines the availability and accessibility of information and communication technology (ICT) facilities in the management of secondary schools in Port Harcourt Local Government Areas of rivers State. Three research questions guided the study. 220 teachers and principals from 15 public secondary schools in Port Harcourt constituted the sample for the study through simple random sampling technique. The researchers made a fifteen item questionnaire for the collection of data for the study. The questionnaire was vetted by experts in research methods while the reliability coefficient yielded an “r” value of 0.89. Simple mean was used in analyzing the data collected. The result reviewed that there is no available and accessible ICT facilities in the management of secondary schools in Port Harcourt. The paper therefore recommend thus: the provision of ICTs facilities for effective instructional delivery in secondary schools.

## **Keywords:**

## **INTRODUCTION**

Generally ICT holds out the opportunity to revolutionize pedagogical methods, expands access to quality education and improve the management of education systems. (World Bank 2002). Unfortunately in Nigeria classrooms, traditional patterns of teaching and learning have not been improved. The traditional methods of teaching still being adopted by secondary school teachers in Nigeria are based on the objectivist epistemology which have been faulted. It is modern to adopt a modern way of teaching and learning which is embraced by developed and developing countries of the world, hence the world is fast becoming a global village. This has led to the emergent transformation of teaching and learning resources which now include the use of computers, compact discs, digital video discs,(DVDs), satellite communication and the internet.

There is need to brace up to the new challenges and systems of education through the development and use of ICT in Nigeria secondary schools. Already Nigeria is almost two decades behind in embracing the use of computer in primary and secondary schools (Ezekute, 2000) Okwo(2000), and Usman (2000) in Okwudishu 2005 respectively report that current education programmes in Nigeria universities do not provide enough computer training for the teacher to be able to use computer confidently in teaching their subjects. As it is however, when integrated properly into a broad educational program, the most important use of ICT in education is as a pedagogical tool (World Bank 2002).

Successful integration of ICT in the school system depends largely on the availability and competence and the attitude of teachers towards the role of modern technologies in teaching and learning. Research works have shown that most secondary schools have either insufficient or no ICT tools for the ever increasing population of students in the school and where they are available, they are by implication a matter of out of bounds to the

students, (Chattel, 2002, Cheng 2003, Chiemek, 2004). Fakeye (2010), in his study, also found out that most of the schools do not have computers hence are not connected to the internet. He added that those who have computers do not use them for teaching but solely for administrative purposes. In another study by Okwudishu (2005), it was revealed unavailability of some ICT components in school hampers teachers' use of ICTs. Adoni and Kpangban (2010), in their work discovered that lack of adequate search skills and of access points in the school were the forces inhibiting the use of internet by secondary school teachers.

Personal experience had it that most secondary schools in Port Harcourt LGA lack qualified ICT personnel. Teachers are computer illiterate and cannot support and manage the internet connectivity or application of computing in the teaching learning process. Itogboje and Okubote (2002) pointed out the high cost of ICT equipment as a challenge to the availability and accessibility of the materials. They also noted that the problems might not be the funds nor the technology but rather the will on the part of the government to include it in the budget for education, in the country or state. It is also noted that epileptic nature of electric power supply in most parts of the country and also inadequate telephone networks impede the use of ICT, even if they are provided.

Non-inclusion of ICT program in teacher's training curricula or at the basic levels of education. There seem to be no clear and definite policy on curriculum for all levels of the Nigerian education system especially secondary school where the students will have access to manipulate and utilize the ICT facilities for the improvement of themselves and the development of the society. The questions one may ask are: Are ICTs equipment available and accessible in secondary schools in Port Harcourt LGA? Are teachers using them in teaching and learning?, are the students benefiting from the introduction of ICT in the teaching/learning process?

There is need to seek answers to the questions. Some people blame the government, others blame the teachers, and parents on the state of the secondary schools in terms of integrating ICTs in the school system. There is the need to find out the extent to which the ICTs equipments are available, accessible and utilized in secondary schools in Port Harcourt local government of River State.

#### **Purpose of the study**

The main purpose of the study is to find out whether ICTs equipment are available and accessible in the secondary schools in Port Harcourt LGA of Rivers state. If they are available, then how are they utilized among the teachers in instructional delivering process.

#### **Research Questions**

1. Is there any difference between the opinions of teachers and principals in the availability of ICT facilities in the management secondary schools in Port Harcourt L.G.A.?
2. Is there any difference between the opinions of teachers and principals in the accessibility of ICT facilities in secondary schools in Port Harcourt L.G.A.?
3. Is there any difference between the opinions of teachers and principals in the utilization of ICT facilities in secondary schools in Port Harcourt LG.A?

#### **METHOD**

The design of the study is a descriptive survey research. The area of the study is Port Harcourt Local Government Area of Rivers State. The population for the study was made up of 1440 teachers and principal from the 15 public secondary schools in Port Harcourt L.G.A. of Rivers state. 220 principals and teachers from the 15 public secondary schools in Port Harcourt were sampled for the study using simple random sampling technique. The researchers made a fifteen-item structured questionnaire to collect data for the study. The questionnaire was vetted by experts in research methods while the reliability coefficient yielded an "r" value of 0.89 level of significance after a test-retest method was adopted on some principals and teachers outside the sample used for the study. Simple mean was used to analyze the data collected. The number of responses for each of the variable, were weighted and they were added and divided with the total number of respondents (220) to get the mean 2.5 and above were used as an accepted factor in deciding the answers to the research questions, while less than 2.5 is not an acceptable factor.

## RESULTS

### Research Question 1

Is there any difference between the opinions of teachers and principals in the availability of ICT facilities in the management secondary schools in Port Harcourt L.G.A.?

Table 1 mean score of the availability of ICT equipment in secondary schools in Port Harcourt.

S/N	Variables	N	SA	A	D	SD	$\bar{X}$	Remark
1	There are enough computers in your school	220	8 (32)	10 (30)	40 (80)	162 162	1.4	Not accepted
2	The computers are connected to the internet	220	10 (40)	20 (60)	82 (164)	108 (108)	1.7	Not accepted
3	There are available educational software for teaching	220	19 (76)	8 (24)	38 (76)	155 (155)	1.5	Not accepted
4	Interaction boards are available in your school	220	12 (48)	20 (60)	24 (48)	164 (164)	1.4	Not accepted
5	The multimedia facilities are available for teaching in your school	220	8 (32)	25 (75)	39 (78)	148 (148)	1.5	Not accepted

The table 1. Shows that the teachers and the principals did not agree that there is availability of ICT facilities in the management IN secondary schools in Port Harcourt Local Government Area of Rivers State with the mean scores of 1.4, 1.7, 1.5, 1.4 and 1.5 respectively.

### Research Question 2

Is there any difference between the opinions of teachers and principals in the accessibility of ICT facilities in secondary schools in Port Harcourt L.G.A.?

Table 2. Mean score of the accessibility of ICT facilities in secondary schools in Port Harcourt L.G.A.

S/N	Variables	N	SA	A	D	SD	$\bar{X}$	Remark
1	Few computers are locked up in the principal's office	220	102 (408)	75 225	33 (66)	10 (10)	3.2	Accepted
2	The principal and the head of departments make use of the educational software	220	96 (384)	80 (240)	20 (60)	24 (24)	3.2	Accepted
3	Teachers do not have access to the educational software	220	88 (352)	81 (243)	30 (60)	24 (24)	3.1	Accepted
4	The students have not used any ICT facilities in learning in the school	220	75 (300)	87 (261)	46 (92)	12 (12)	3.0	Accepted
5	ICT facilities are not accessible to teachers and students	220	105 (420)	95 (285)	15 (30)	5 (5)	3.4	Accepted

Table 2. Indicates that both the teachers and principals accepted that the teachers do not have access to ICTs facilities in their secondary schools with the mean scores of 3.1, 3.0 and 3.4. Though they agreed that few computers provided are locked up in principals' offices with the mean scores of 3.2 and 3.2 respectively.

**Research Question 3**

*Is there any difference between the opinions of teachers and principals in the utilization of ICT facilities in secondary schools in Port Harcourt LG.A?*

Table 3: mean score of the utilization of ICT facilities in secondary schools in Port Harcourt in L.G.A.

S/N	Variables	N	SA	A	D	SD	$\bar{X}$	Remark
1	The education softwares are used for teaching in your school	220	7 (28)	13 (39)	44 (88)	156 (156)	1.4	Not accepted
2	You use the internet facilities to update your knowledge in your office	220	3 (12)	5 (15)	45 (90)	167 (167)	1.3	Not accepted
3	You make use of the computer in the office	220	140 (560)	60 (180)	16 (32)	4 (4)	3.5	Accepted
4	You are not trained on how to manipulate the ICT facilities	220	138 (552)	71 (213)	6 (12)	5 (5)	3.6	Accepted
5	The ICT facilities in the school are unutilized	220	155 (628)	48 (144)	10 (20)	7 (7)	3.6	Accepted

The result in table 3, proved that the respondents accepted that they do not make use of computers in their offices with the mean score of 3.5 and they also accepted that they are not trained on how to manipulate the ICTs facilities even when provided with the mean score of 3.6. The teachers and principals agreed that ICTs facilities are not utilized in the secondary school with the mean score of 3.6. While they rejected that software and internet facilities are used for teaching and learning in the schools with the mean scores of 1.4 and 1.3.

**DISCUSSION**

The result revealed that information and communication technology facilities are not available in secondary schools in Port Harcourt Local Government Area of Rivers state. This result agreed with the work of Fakeye (2010) who found out that in most schools covered in his own study, do not have computers, therefore unable to connect to the internet. He added that those who have computers do not use them for teaching but solely for administrative purposes. Again this result is in agreement with Okwudishu (2005). He discovered in his study that unavailability of some ICTs components in school hampers teachers' use of ICTs.

The result again indicated that the teachers and principals do not have access to ICTs facilities in secondary schools in Port Harcourt Local Government Areas. The result is in agreement with the work of Itogboje and Okubote 2002. Their work pointed out to high cost of ICT equipment as a challenge to the availability and accessibility of the materials. They also noted that fund is not the problem rather the will power of the government to include it in the annual budget for education in both the federal and the state levels.

Finally the result showed that ICTs are not utilized in the secondary schools in Port Harcourt Local Government Areas in Rivers state. This result also agreed with Chattel (2002), Cheng (2003), and Chienel (2004). They independently discovered that most secondary schools have either insufficiency or no ICT tools for the ever increasing population of students in the schools, and where they are available: they are by implication a matter of out-of-bound to the students.

**CONCLUSION**

Information and communication technology facilities are very indispensable in the globalization of knowledge for national development. It is therefore imperative that secondary schools be provided with ICTs facilities for effective teaching and learning for the overall development of the society. The principals need to learn how to operate these ICTS facilities for the smooth management of the secondary schools.

## RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made:

1. Government and its agencies schools ensure that ICT facilities are provided in the secondary schools.
2. Government should revisit the curriculum of secondary education with the view of incorporating the use of ICT facilities for instructional delivery purpose.
3. Principals should endeavour to make available ICT facilities provided accessible to the teachers for effective teaching and learning.
4. Teachers should be trained on the use of ICT facilities through regular seminar and workshops to keep them abreast on computer and ICT based instruction.

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