

**Inadequate Facilities of ICT Equipment's in Nigerian
Secondary Schools: Case Study in Ado Odo Ota
Local Government, Ogun State, Nigeria**

Benjamin Olutayo Olatunji

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Approval of the Institute of Graduate Studies and Research

Prof. Dr. Cem Tanova
Acting Director

I certify that this thesis satisfies the requirements as a thesis for the degree of Master of Science in Information and Communication Technologies in Education.

Assoc. Prof. Dr. Ersun Işçioğlu
Chair, Department of Computer
Education and Instructional
Technologies

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in Information and Communication Technologies in Education.

Asst. Prof. Dr. Bengi Sonyel
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Mustafa Ilkan

2. Asst. Prof. Dr. Alper Doganalp

3. Asst. Prof. Dr. Bengi Sonyel

ABSTRACT

Despite of the many new technologies design for education to fit in the 21st Century advancement for use in schools, for effective learning and teaching, some schools administrators still find it difficult in making available to their students the required ICT equipment's.

This thesis proposed to find out the availability or non-availability of ICT equipment's in some selected state secondary schools in Ado Odo Ota Local Government, Ogun State, Nigeria.

To achieve this, thesis adopted the use of administered questionnaires and a semi-structured interview in getting required data's from the students within the Junior and senior secondary class structure of the selected school.

The questionnaire was in three segments, finding out the availability of the ICT equipment's, how the teachers use ICT and its benefits to students and the community at large. Based on the results that will be retrieved from the data gathered, the researcher will analyze and draw conclusion to the subject matter.

Keywords: Education, ICT, Ado-Odo-Ota Local Government, Ogun State

ÖZ

Etkili öğrenme ve öğretme için okullarda kullanılacak, 21. Yüzyıldaki ilerlemeye uyan birçok yeni teknoloji tasarlanmasına rağmen bazı okullardaki idareciler kendi öğrencileri için gerekli ICT ekipmanlarını ulaşılabılır yapmayı hâlâ zor buluyor.

önerilen olmalı bu tez Ado Odo Local Government, Ogun eyaleti, Nijerya'da bulunan seçilmiş bazı ikincil eyalet okullarında ICT ekipmanlarının bulunup bulunmadığını ortaya çıkarmak içindir.

Anket 3 bölümdü, ICT ekipmanlarının ulaşılabılırliğinin bulunması, öğretmenlerin ICT'yi nasıl kullanacağı ve öğrencilerin ve halktan geniş bir kısmının ondan yararlanması. Bu sonuçların toplu veri alınan yer olmasına bağlı olarak araştırmacı konunun ana fikrini analiz edecek ve varılan sonucu düzenleyecek

Anahtar kelimeler: eğitim, ICT, Ado-Odo-Oto yerel hükümeti, Ogun eyaleti

DEDICATION

Dedication must first go to my Heavenly Father for the successful sky-rocketed speed He grants me in completing this thesis. Dedication also goes to my parents (Professor. Rotimi Williams and Mrs. Mary Modupe Olatunji).

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I must acknowledge my Heavenly Father, the Father of my Lord Jesus Christ for the success of this thesis; He alone is worthy to be praised.

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Chapter 1

INTRODUCTION

According to Westera (2010), “Learning technologies is not a late thought, in spite of the fact that it is not a simple matter to distinguish their beginning; they are as old as composed dialect itself”. ICT has changed all divisions of the economy. Additionally, the twentieth century ended up been a century of quick mechanical headway inside and outside of the school settings”.

UNDP (United Nations Development Programme) Evaluation Office (2001), sees (ICTs) tools as informative in nature, used to store, produce and distribute knowledge among people. The integration of these tools can work together and in between countries.

With comparison to the view of the UNDP (United Nations Development Programme) about the transmission nature of ICT equipment is Ogunsola (2005) opinion about “ICT "as an electronic based arrangement of data transmission, gathering, preparing and recovery, it change the way we think and live among others.”(p.3) According to Apple Computer (2002) “Students who use ICTs have more ideas in solving complex situation”.

What is more? ICT “it develops the imagination and visual skills of learner so far it can be accessible”. CEO Forum on Education and Technology, (2001)

It was also reported that the now wife of the state governor of Ogun State, Nigeria Mrs. Olufunso Amosun (2015) during the seventh edition of Total Support Seminar, founding statement was that “education could not be separated from technology, more so that it makes learning easier” , In the same vein, Mrs. Olufunso Amosun (2015) told Punch Newspaper Nigeria during an interview in 2015 “it is by educating citizens of a country that a nation can be boastful of national development, thus, educators must ensure effective and efficient learning for children and in a conducive environment that would enhance learning. As such, computer-based training, online learning and local technology should be used to make learning enjoyable in our schools”

1.1 Problem Statement

The need for ICT equipment’s in our schools nowadays cannot be underestimated as we are in the modern technology age whereby changes are made daily, specifically in the educational sectors, many instructional media and technology are been integrated into the school system for the growth of teachers, the students and the community at large. ICT has developed educational quality in many countries, out of which should be Nigeria; unfortunately many countries within Africa and developing countries are yet to implement the use of ICTs equipment’s in their schools for national growth.

According to Okebukola, (1997) in her general view about availability of ICT in Nigeria “Computer is not part of classroom technology in over 90% of state schools in Nigeria, thus the chalkboard and textbooks continue to dominate classroom activities in most state secondary schools in Nigeria. If a country such as Uganda which has less than a-fifth of Nigeria’s resources, is now using ICT to help secondary schools students to become better information users, why is Nigeria

lagging behind in this wind of change?”

The envisaged problem then is that, state secondary schools in the Ado-Odo Ota Local Government might have fallen within the bracket of the schools still dominated by the use of traditional equipment's in teaching, students in this locality do not have access to the rich new technological gadgets that are available for learning, this can jeopardize the future of students in the state secondary schools in the nation, it can also make them look awkward when faced with their international counterparts around the world.

1.2 Aim of the Research

This thesis aimed to know about availability of ICT equipment's in some selected state secondary schools in the Ado Odo Ota Local Government of Ogun State, Nigeria. The use of the ICT equipment's and the benefits to the students and community at large are also part of the focus. Related problems facing ICT use in the nation is also a major factor to be considered in this research. For clarity, this study among all, aims at addressing the following questions:

- Are ICT equipment's available in State Secondary Schools in Ogun State?
- What are the roles of teachers when using ICT equipment's?
- What are the roles of students' in using ICT equipment's?
- What are the benefits of using ICT equipment's to students and the community at large?
- Are there any disadvantages of using ICT in schools?

- What type of teaching method (traditional or student-centered) is the most preferable one by students at Ansar Ud Deen Comprehensive College?
- What type of teaching method (traditional or student centered) is commonly used by teachers?

The data collected from the questionnaire is intended to lead the researcher in propounding ways in solving some problems related to the availability of ICT equipment's in the Local Government.

1.3 Significance of the Research

ICT is a major icing in national development, educational growth of countries. Day-by-day new technologies are springing forth to ease the transfer of knowledge from one party to the other. Despite this, some countries are yet to welcome this new innovation in technologies in education in their respective schools. Hereby, jeopardizing the future of these innocent students and limiting their right in using ICT equipment's that now exist within and outside the school settings. Significantly in this thesis, is finding out the "Availability or Non-availability of ICT equipment's in state secondary schools in Ogun State arm of Nigeria, emphasizing the use and benefits of the ICT equipment's in learning.

The thesis employed a descriptive case method in analyzing the questionnaire. For questionnaire and semi-structured interview questions, check (Appendix A, B, C, D). Questionnaire was the major means by which the researcher gathered data. A total of 160 questionnaires were administered in three classes.

To get in-depth result about the research, semi-structured interviews was also carried out to gather relevant and related information from the participants, 20 participant

will be participating in the semi- structured interview. Results obtained from this research might shed a light of solution to the state governor of Ogun State, Nigeria.

1.4 Assumptions

- The administered questionnaires are expected to list the current and relevant ICT equipment's needed in a secondary school setting.
- The participants answering the administered questionnaires and that will be participating in the semi-structured interview are expected to be matured enough in answering the questions posed to them by the researcher.

1.5 Limitations

One sixty (160) participants responded to the administered questionnaire and was within Ado Odo Ota Local Government, thereby neglecting the other 19 Local Government, because of the time limitation as analyst this overview was connected with one school which was chosen randomly. Therefore the results from this research cannot justify the results from other state secondary schools in the other parts of Nigeria, thus, research is limited to Ado-Odo-Ota Local Government of Ogun State.

1.6 Validity and Reliability

For the purpose of this research, the research instruments that was used is administered questionnaire and semi-structured interview questions and it was adequately validated before it was administered through the contact in the selected school to ensure reliability.

50 copies of the questionnaire was first piloted, in other to get the adaptation of the responders and to test the level of the responder knowledge to the administered questionnaire, the questionnaire can be said to be reliable.

For semi structured interview, 6 students were picked at random in Junior Secondary School Three for first interview, before researcher then conduct a full interview for the rest of the class, this was mandated in other for the researcher to know the level of acquaintance of the responder to the questions and test their level of communication, the semi-structured interview questions can be said to be reliable.

1.7 Definition of Terms

ICT: meaning "Information and Communication Technology" ICT alludes to innovations that give access to data through information transfers.

Equipment: supplies or apparatuses required for a unique reason.

State School: a school been founded by government.

The Ado Odo Ota Local Government: is one of the 19 Local Government Areas of Ogun State, Nigeria.

Nigeria: an African nation, part of West African Nation, on the Gulf of Guinea.

Chapter 2

LITERATURE REVIEW

2.1 Information and Communication Technology Concept

Information and Communication Technology (ICT) has brought a prevalent life into the educational system making adjustment, so normal to go on to the gatherer and to develop the economy free to move around at will. ICTs are key beside in building up the economy.

Yet, there are few purposes behind presenting these advances in schools if the connection to learning is not express. In the event that innovation especially more complex and top of the line really is to be utilized as a device to enhance the nature of instruction, then a technique, or if nothing else a comprehensively settled upon academic model, must be set up first. According to Illoanusi, O.N., Osuagwu, C.C. (2005) ICT incorporates the usage of computers, communications software, network and mobile technologies to handle, keep up and intercede information. Correspondence Technologies fuse all media, for instance, cable, satellite, fiber optics, wireless video, data or intelligent media and many more are what are embed in ICT equipment's in and outside the class settings".

Ebrahim (2000) noted Technology has a great impact for all learning levels, however competently generalized as instruction technology. Regardless of the increases, various difficulties go up against the area, preventing its foreseen progression.

World over, the entry of more up to date advances absolutely appears to have animated a resurgence of enthusiasm for broadening systems for information conveyance. State secondary schools are springing everywhere throughout the wealthier world, and virtual learning, on-line learning, and other, more up to date types of instructive conveyance are turning out to be a piece of instructive language of the new century. Innovation likewise gives new importance and substance to 'deep rooted learning.' opening new potential outcomes for figuring out how to populaces outside the formal instruction framework.

Komoski (1969) viewed “development” as a process of association among people leading to growth among each other, but if liking to schools, development is viewed as system of instructional progressions and challenges faced by students.

2.1.1 Important of ICTs to Education

A development in the usage of ICTs is in every way obliged by fiscal resources, inadequacy of capability experts gifted in using advances, and nonattendance of specific support for a well-working development environment. Then again, persistent headways using on-line advantages for get ready training workers and make capability things seem to indicate huge results. ICTs is important in as below vividly explained:

- a. Information Explosion:** Regardless of the learning impact and advances in information and progressions, in various countries, there are gigantic amounts of people who can't read, also value the benefits of mechanical society. Every country on the planet has concentrated on lessening unquestionably the amount of incompetent nationals. Expansive correspondences especially print, radio, and, to certain degree, TV, has expected an essential part in adult capability programs. In a couple segments of the world, more up and coming

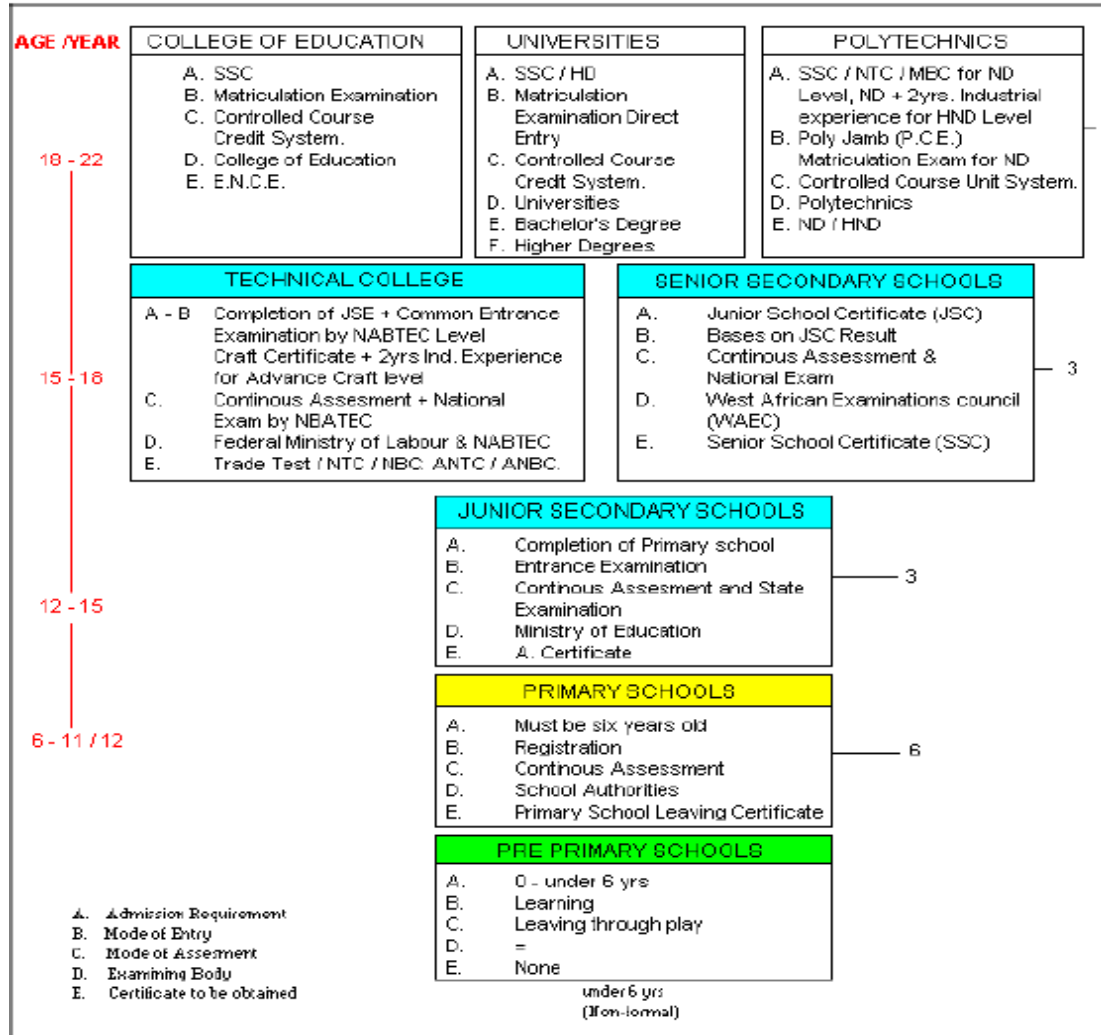
advances have been joined, yet humbly. A development in the usage of ICTs is in every way obliged by fiscal resources, inadequacy of capability experts gifted in using advances, and nonattendance of specific support for a well-working development environment.

- b. Citizenry in Modern Society** To work sufficiently in the bleeding edge world, nationals require more than a fundamental guideline. The structure and substance of learning activities should set up all children, youth, and adults with the data, aptitudes, qualities, and perspective they need to get by, to improve their own fulfillment, to empower them to share totally and reliably in the life of their gatherings and nations. This direction moreover should help them to begin and acclimate to the changing their individual needs and interest. Unmistakably, any framework to attract all inhabitants in profound established learning will require use of developments. Unprecedented for the verifiable setting of humankind, correspondence propels engage us to accomplish countless across over terrain's simultaneous. Meanwhile, assortments of tent to suit a constrained neighborhood social event of individuals to respond to individual; adjusting needs. Satellite, gathering, and online (through telecenters) movement of substance all upgrade nature for learning. Agriculture, developing, wellbeing, monetary circumstances, material thought, and conceptive sciences all being passed on today through ICTs. Neighborhood bunch radio and tele-center workplaces are to an incredible degree adaptable mechanical assemblies and are used enough and imaginatively around the world today.
- c. Short Supply of Talent** The planet is stacked with incredibly talented and gifted people in all fields of human endeavor. On substitute, observers of

overall educational systems persistently groan about the way that, inside and out, the academic capacity required in our schools, schools, and universities to update the way of the learning environment past saw levels of normal quality is difficult to find. We require enormity in our teaching, and we need to gain our instructors from the best in the close-by gathering and pass on them to the whole learning bunch. This try envisions going past grounds dividers to get academic "instructing" capacity. Supporters to courses will begin from business, exchange, industry, and government, and the people who take the courses will join typical people, close by a large number school and school students.

2.2 System and Formulation of Education System in Nigeria

Table 1: Chart representing system and formulation of education system in Nigeria. Source: Federal Ministry of Education (FME), 2004.



Until 1984, the structure of Nigeria instruction framework was 6 years of elementary schools, 5 to 7 years of post-grade schools (Secondary, Teacher Training College and 6th structure) and 4 to 6 years of tertiary training (College of training, polytechnics, College of Technology and University instruction). From 1985, the structure that exuded can be characterized subsequently, pre-essential or kindergarten training (2 to 3 years), for the offspring of ages 3 to 5 years the elementary school which is of 6

years period for offspring of ages 6 to 11 years, the post essential instruction which is of 6 years length of time yet separated unto two parts (3 years of Junior Secondary School and 3 years of Senior Secondary School) and the 4 to 6 of tertiary instruction level. This is known as the 6-3-3-4 framework (Anyanwu et al., 1999). Subsequent to the commencement of the Obasanjo drove organization in 1999, a Universal Basic Education Scheme was dispatched in 1999. The particular focuses of the plan are, complete annihilation of ignorance by the year 2010 and increment in grown-up education rate from 57% to 70% by 2003 (FRN, 2000).

By National Policy on Education (2004), "fundamental instruction covers training given to youngsters 3-15 years old, which incorporates pre-essential projects (ages three to five), and nine years of formal (mandatory) educating comprising of six years of essential and three years of junior optional".

2.3 Initiatives of ICT in Nigeria Schools

Nigeria has far to go, considering such winning segments like the obliged access to ICT system, including modified and compact telephony organizations extent, Internet and broadband organization penetration. It is key to note that ICT advancement far surpasses the mass importation and region of telephones, PCs and other ICT contraptions. Infrastructural content furthermore the measure of utilization of organizations by the masses - for event, the level of telephony thickness, are parts that are key in assessing the country with respect to ICT advancement.

SchoolNet Nigeria is organization tagged with the aim to focus on the use of ICT in Nigeria Secondary School. It is a movement established to develop human race with the knowledge of ICTs equipment's. SchoolNet makes learning gatherings of teachers and learners to use ICTs to update preparing by:

- Planning, helping, and coordinating ICT change wanders in guideline
- Rendering and helping average, versatile advancement courses of action and Internet for schools
- Rendering reinforce frameworks to schools for specific establishment, accessibility.

The President, Nigeria Computer Society (NCS), Professor Charles Uwadia, regardless said that "the rate of ICT movement in Nigeria was not low; rather, he said, ICT is a mix of tele-coms and handling, which have seen the country change in different ways". There are truth be told a couple of various signs that amazing headway had been made in the information development and telecoms region since the happening to larger part runs framework, and the thoughtfulness regarding the conceivable outcomes of using IT (Information Technology) to change the nation's economy is starting now broad among methodology inventors and pioneers of the formed private portion."

The President, Nigeria Internet Group (NIG), Mr. Lanre Ajayi, "The perceivable expansion from ICT is the development in productivity which is engaged by less requesting and powerful correspondence, urged by extended access to telephone and after that Internet." He said "ICT had opened up access to the boundless information resources available on the Internet, and we are thusly better empowered and now have best open entryway over before to get ourselves upgraded in various zones of endeavor especially by method for the internet".

2.3.1 Problems of ICT Development in Nigeria Secondary Schools

Nigeria is, no doubt, making in the locale of ICT yet there are still a couple of

stipulations, which are affecting its total progress here. Distinctive components are accountable for the issues of ICT change in Nigerian Secondary Schools. Coincidentally, the most basic amongst these components are; Lack of agreeable ICT base, Lack of force supplies in schools, Low rate of educators with ICT aptitudes, Non Implementation of National methodology on ICT in preparing, Low access to the Internet and Cost of securing ICT workplaces where available.

Nonappearance of adequate ICT base in Nigeria shows up a significant issue. Regardless of the way that the International Telecommunication Union (ITU), (2010) has assessed Nigeria's Telecommunication Sector as the snappiest creating in Africa, lion's offer of Nigerians still have lacking access to the Internet. (Aduwa-Ogiegbaen,S.E & Iyamu,E.O.S 2005).

“Information, data, sounds, video and blended media are proposed to be transmitted on tried and true frameworks maintained by palatable ICT infrastructures tragically, and these bases are inadequate in most Nigerian Secondary Schools.

Inadequate financing and nonattendance of advancement spending arrangement strengthen the issues of ICT establishments” (Illoanusi, O.N Osuagwu,C.C 2005). Moreover ICT riggings were made to work with various bases, for instance, power (Aduwa-Ogiegbaen,S.E & Iyamu,E.O.S 2005) the erratic and flimsy supply of force stuck in an unfortunate situation in the most ideal working of ICT equipment's despite when they are acquired .

The rate of Nigerian Secondary School Teachers with key PC aptitudes is low appeared differently in relation to their accomplices in made economies. Nigerian

Secondary School teachers interface for all intents and purposes no essentialness to IT (Information Technology) capability, along these lines continuing in their old traditional game plan of Education, which will not work in this modern day century.

Consequently, the usage of ICT aides in educating is unimportant. "Moreover there is expansive absence of mindfulness and misinformed judgment about ICTs among Nigerians" (Ighoroye and Ajayi. n.d) referred to by (Adomi,E.E.,& Kpangban,E., 2010).

There is no present National Policy on ICT in preparing. Regardless of the way that The Federal Republic of Nigeria has no specific methodology for ICT in guideline. The administration of preparing made its ICT office in February 2007, regardless of a couple government workplaces and diverse accomplices in the private section having begun ICT -driven exercises and tasks to impact all levels of the informative division.

The test is nonattendance of electric power and telecom base in a huge part of the country. Versatile telecom starting now covers 60% of the national district, however phone associations all around force their base stations using electric power generators since the Power Holding Company of Nigeria (PHCN) can't supply them with power. This wonders is pervasive the country over and constitute the bottleneck to effective countrywide game plan of ICT in guideline.

The Nigerian Federal Government approach in 1988 introduced Computers preparing in state schools (Okebukola 1997) referred to by (Adomi,E.E, Kpangban,E. 2010).

This methodology was not productive as the primary execution was appropriating Computers to Federal Government High Schools which were never used for Computer preparing of the students. (Adomi,E.E, & Kpangban,E. 2010).

National Policy on Education in Nigeria is more of speculation than sober minded. In April 2001, Nigeria started executing its ICT methodology which provoked the establishment of the National Information and Technology Development Agency (NITDA) the explanation behind setting up NITDA was to offer Nigeria some help with turning into an ICT gifted country in Africa and an important player in the information society by 2005. However, this vision is yet to be fulfilled even couple of years after the set time for finishing this vision said Agyeman,O.T., (2007).

Chapter 3

RESEARCH METHODOLOGY

3.1 The Philosophical Stance of the Research

One striking component of informative examination is the collection of it. Particular techniques are used to answer differing request. That clearly looks good where that which is being examined into, specifically, educational practice, is a confusing miracle. Particular sorts of request require differing sorts of examination. Pros must be electric in their mission for truth. Likewise, without a doubt, distinction between experts is as often as possible as much a disagreement over the suspicions behind an investigation framework as it is one over the best technique for proceeding.

Originating a philosophical position requires that researcher have two opinions of a viewpoint (Burrell and Morgan, 1979). This researcher mingles between two opinions whereby, the researcher is unsure of the availability or non-availability of ICT “Availability or non-availability” is the two opinion.

Philosophy is the philosophical examination of the method for being, getting the opportunity to be, vicinity, or reality, and moreover the key characterizations of being and their relations. Usually recorded as a part of the genuine branch of reasonability known as force, transcendentalism oversees questions concerning what components exist or may be said to exist, and how such substances may be collected, related within a dynamic framework, and subdivided by and contrast.

This research is Ontology in perspective, because it is based on finding out the existence of an object (ICTs equipment's) in a society (School); Nigeria has been rated one of the biggest nation in Africa, a nation blessed with many mineral resources, crude oil, petroleum, palm-kernel among others, yet Nigeria system of Education is lacking some basic ingredient in helping her compete with schools around the world. It is in this view point that the researcher tries to find out the availability of ICTs equipment's in state-owned schools?

The Philosophical approach in this research is surveying what is the case; these calls upon the views of those who matter, but does so in a way that can lead to generalization. Putting together a survey would seem to be the obvious way forward. That is, one simply ask people through a questionnaire, reliable responses was gotten from the responder of the surveyed school (Ansar Ud Deen Comprehensive College) on the availability of ICTs equipment's in their schools. The result of the research will be an eye-opener to the government of the selected state (Ogun State) in solving the educational problems facing his society.

3.2 Research Methods

There are numerous approaches to get data. The most well-known exploration routines are: writing seeks, chatting with individuals, center gatherings, individual meetings, phone reviews, mail studies, email studies, and web studies.

This proposition utilized writing seeks, individual meetings and web reviews. At that point inferable from these, what is 'A writing seek'? It includes looking into all promptly accessible materials. These materials can incorporate inner organization data, pertinent exchange productions, daily papers, magazines, yearly reports,

organization writing, on-line information bases, and whatever other distributed materials. It is an exceptionally reasonable system for social event data, in spite of the fact that it regularly does not yield convenient data. Writing looks over the web are the speediest, while library writing ventures can take somewhere around one and eight weeks.

Diverse applicable materials (diaries, articles, course readings) on ICTs in Education was downloaded from the web and entirely looked into by the analyst. Likewise, current news on ICT in Education in Ogun State was accumulated structure Punch Newspaper Nigeria of June 15, 2015 to move down cases about the topic. Diagram from the Federal Ministry of Education (FME) was set for graphical presentation of information.

Apart from questionnaire, personal interviews were conduct by the researcher with the responder to get clear responses. Personal Interviews is said to be a survey method that is utilized when a specific target population is involved. The purpose of conducting a personal interview is to explore the responses of the people to gather more and deeper information.

Personal interview surveys are used to probe the answers of the respondents and at the same time, to observe the behavior of the respondents, either individually or as a group.

Telephone surveys are the fastest method of gathering information from a relatively large sample (100-400 respondents). The interviewer follows a prepared script that is essentially the same as a written questionnaire. The telephone survey allows the opportunity for some opinion probing. Generally interviews last only for ten minutes.

Semi-structured interview was adopted in this research, it is such a rigorous set of questions which does not allowed the participant in the questioning to divert; a semi-structured interview is open, allowing new ideas to be brought up during the interview as a result of what the interviewee says. The interviewer in a semi-structured interview generally has a framework of subject matter to be explored.

This pave way for researcher to tailor their request to the selected school, and to the all-inclusive locality focused on. In this connection, the analyst masterminded a semi-organized meeting on a willful premise with the students. The semi-structured interview was implanted with an inquiry that should be replied by the selected students of class stages of (J.S.S 3), (S.S.S 1) and (S.S.S 2) respectively inside of five minutes for every section of the interview. Due official process had been laid down in other for the interview to be carried out in the selected school. (Appendix E).

3.3 The Research Design

The outline is the structure of any logical work. It provides guidance and systematizes the examination. The technique you pick will influence your outcomes and how you finish up the discoveries. There are two methods for exploration plan: Qualitative methodology and Quantitative methodology.

Denzin and Lincoln (1994) gave a non-specific meaning of subjective exploration, that is, "Subjective examination is multimethod in focus, including an interpretive, naturalist approach to manage its theme." The 'multimethod in focus' is depicted as "the mix of various procedures, observational materials, perspectives and spectators in a single study is best considered, then to be a technique that incorporates carefulness, breadth, and significance to any examination. Along these lines

'Quantitative investigation is a formal, objective, intentional system in which numerical data are used to obtain information about the world. This examination technique is used: to delineate variables; to investigate associations among variables; to choose circumstances and deciding results collaborations between variables.' (Burns and Grove 2005:23). This research used a mixed system, qualitative and quantitative.

Research can be a case study, because it focused in the detailed on the availability or non-availability of ICTs equipment's in some selected schools in the Ado-Odo Ota area of Ogun state, Nigeria, a state-owned secondary school, the plan was to find out the availabilities of ICTs equipment's in the said school and schools within the Ado Odo Ota Local government area of Ogun state, Nigeria. ICTs equipment's as the "object" of the case while Ansar Ud- Deen Comprehensive College as the case studied institution. The result derived from this research will contribute to the academic performance of the students and also help school to grow'. Moreover, it intends to examine the relationship between the expected outcome of availability & non-availability of ICTs equipment's in schools. So it will help governments' of the state-owned secondary schools in solving the problems related to ICTs usage in secondary schools.

3.4 Data Collection Instrument

Data collection instruction is an integral part of a research, it is best for a researcher to map strategy and equipment's needed to gather data. There are various instruments that can be used as a piece of social event data (i.e test hypothesis, gatherings, and survey). Overviews are a capable technique for assessing data from an example collect, and testing emotions or slants. This strategy is extraordinarily poor and basic,

where spending arrangement is an issue, and gives a part of scale to supposition and feeling. These figures are self-decisive, however in any occasion give a directional framework for measuring power.

Semi-structured interview, according to Bernard (1988), is best used when you won't get more than one chance to meeting some person and when you will be sending a couple of examiners out into the field to accumulate data. The semi-structured interview guide gives a sensible game plan of rules for examiners and can give tried and true, basically indistinguishable subjective data. Semi-structured interviews are frequently gone before by recognition, responders are tends to be more open minded in responding to questions during the interviews.

This thesis used the sample of questionnaire used in the PhD dissertation of Asst. Prof. (Dr) Bengi SONYEL as a guideline to cope out a well-structured questionnaire for this research and was strictly piloted for the reliability and validity.

3.5 Data Collection Period

Consequently, because of the unavailability of the researcher to be present in the school where the data was collected, approval to carry out a research on Ansar Ud Deen Comprehensive College was obtained from the school Principal (Appendix E).

Data's was gathered within the period of three months, the time frame was for the collation of administered questionnaire and the interview period.

3.6 Data Finding

The examination of data is a methodology of exploring, cleaning, changing, and showing data with the goal of discovering accommodating information, proposing

conclusions, and supporting decision making. Data examination has different components and methodologies, fusing arranged methodology under a collection of names, in different business, science, and human science zones. Data examination is a basic period of any paper work, as any wrong exploratory computation can provoke a vessel wreck in the exploration.

The information accumulated from the poll will be broke down with the utilization of SPSS (Statistical Package for the Social Sciences) factual programming, by the backing of an expert.

Content analysis will be used to simply the contents obtained from the discussion with the participant in the interview. In spite of the fact that the locution "content investigation" has come to be a kind of 'umbrella term' alluding to a practically unlimited arrangement of very assorted exploration methodologies and procedures, it is still today being used in the Social and Computer Science Domains and in the Humanities to recognize strategies for contemplating and/or recovering significant data from records. The results of the SPSS (Statistical Package for the Social Sciences) and content analysis for the semi-structured interview will be discussed in the preceding chapter.

Chapter 4

FINDINGS

Along these lines, SPSS (Statistical Package for the Social Sciences) is a generally utilized project for measurable investigation as a part of sociology. It is likewise utilized by economic specialists, wellbeing analysts, overview organizations, government, instruction scientists, promoting associations, information mineworkers, and others. The primary SPSS (Statistical Package for the Social Sciences) manual (Nie, Bent and Hull, 1970) has been depicted as one of "human science's most influential books" for allowing basic researchers to do their own specific genuine examination. Despite accurate examination, data organization (case decision, record reshaping, and making decided data) and data documentation (a metadata word reference was secured in the datafile) are segments of the base programming.

4.1 Students' responses on the use and benefits of ICT obtained from the administered questionnaire

Table 2: Generated codes for administered questionnaire

GENERATED CODES	RESPONSES
1	NEVER
2	RARELY
3	SOMETIMES
4	ALWAYS

Table 3: Participants in the administered questionnaire

STAGE	AGGREGATE
Junior Secondary School Three	50
Senior Secondary School One	50
Senior Secondary School Two	60
TOTAL	160

Table 4: Overall responses from participants in the administered questionnaire

QS.	NEVER		RARELY		SOMETIMES		ALWAYS		TOTAL		MEAN .V
	F	%	F	%	F	%	F	%	F	%	
Q.1	159	94.4	0	0.0	1	0.6	0	0.0	160	100.0	1.01
Q.2	98	61.3	14	8.8	20	12.5	28	17.5	160	100.0	1.86
Q.3	4	2.5	1	0.6	58	36.3	97	60.6	160	100.0	3.55
Q.4	30	18.8	6	3.8	53	33.1	71	44.4	160	100.0	3.03
Q.5	94	58.8	9	5.6	29	18.1	28	17.5	160	100.0	1.94
Q.6	66	41.3	6	3.8	19	11.9	69	43.1	160	100.0	2.57
Q.7	77	48.1	10	6.3	32	20.0	41	25.6	160	100.0	2.23
Q.8	87	54.4	13	8.1	39	24.4	21	13.1	160	100.0	1.96
Q.9	87	54.4	7	4.4	29	8.1	37	23.1	160	100.0	2.10
Q.10	114	71.3	0	0.0	35	21.9	11	6.9	160	100.0	1.64
Q.11	158	98.8	0	0.0	2	1.3	0	0.0	160	100.0	1.03
Q.12	73	45.6	2	1.3	75	46.9	10	6.3	160	100.0	2.14
Q.13	133	83.0	4	7.5	17	20.0	6	4.4	160	100.0	1.35
Q.14	136	85.0	5	3.1	11	6.9	8	5.0	160	100.0	1.32
Q.15	152	95.0	1	0.6	2	1.3	5	3.1	160	100.0	1.13
Q.16	40	25.0	5	3.1	78	48.8	37	23.1	160	100.0	2.70
Q.17	18	11.3	7	4.4	18	11.3	117	73.1	160	100.0	3.46
Q.18	15	9.4	2	1.3	33	20.6	110	68.8	160	100.0	3.49
Q.19	12	7.5	12	7.5	32	20.0	104	65.0	160	100.0	3.43
Q.20	15	9.4	6	3.8	28	17.5	111	69.4	160	100.0	3.47

4.1.1 Interpretation of the Administered Questionnaire Findings

As observed above in table 4, in the research, participants answers revealed that the school are well equipped with ICTs equipment with administrative purposes (i.e photocopy machines, printer, scanners. 44.4% of students responded to question 4, that photocopy machines are always available in their school, which is a positive

response from the 33.1% responder that said photocopiers machine are also available for use for administrative purpose.

Another important fact to be noted is that students are always allowed by their teachers to go to computer laboratory for practical's whereas ICTs equipment's are not adequate for their use in the laboratory, 60.6% students gave a positive respond to this, as revealed in question 3.

In the third section of the administered questionnaire, questions related to ICTs benefits on students' academic performance and community development were penciled down for the responses from the responder.

Virtually, 70% of the student's responded knowledgably about benefits of ICTs, however lamented the unavailability of some of this equipment's in their school. "These students have knowledge of the positive impacts in which ICTs can provide, but are deprived of the right of using it". Therefore, 87% of the participants are all crying out to the state government of Ogun State to help in making available ICT equipment's in their school for a greater future.

According to the administered questionnaire results for question 1 and 15: 94.4% and 95.0 % of the participants in the research affirmed that they are not allowed to bring their smart phones into the classroom neither do teacher's use the smart phone to teach in the class. Thus the use of smart phone in the school is highly prohibited.

According to the administered questionnaire results for question 2: 61.3% students agreed that scanner is never used for administrative purposes in their school.

According to the questionnaire results for question 3: 36.3 % students stated that they

are sometimes allowed to go to the computer laboratory for practical whereas 60.6% said they are allowed to go to the computer laboratory. Conclusively, practical's are done for some selected classes in the school.

According to the administered questionnaire results for question 4 and 6: 44.4% agreed that photocopies machine is used for administrative purpose in their school, which is greater than 18.8% that agreed that photocopy machines are never used. 43.1 % of students also affirmed according to their responds to question 6 that printer is used for administrative purpose in their school. Thus, both printers and photocopy machine are used only for administrative purposes alone.

According to the administered questionnaire results for question 5: "Fax is relatively an old way of commuting information in the Nigeria system of education", thus 58.8 % responder claimed that Fax is not used as a medium of sending message in their school.

According to the administered questionnaire results for question 8: "Intercom serves as a medium of communication majorly in industrial companies in Nigeria, it is relatively new means of communication in school settings", however, 54.4% of the responder agreed that intercom is not a medium of communication within their school setting.

According to the administered questionnaire results for question 9: 54.4% students responded that internet facilities are not available in their school. This respond is not an encouraging answer as internet is the key in the ICT world.

According to the administered questionnaire results for question 10: 71.3% students responded that projector is not used for every lesson in their class.

According to the questionnaire results for question 11: 98.8 % students said that their teachers never use digital video recorder while teaching.

According to the administered questionnaire results for question 12: 45.6 % said teachers never use computer systems for teaching in classroom; relatively 46.9% said teachers sometimes use computer systems for teaching in classrooms. As previously noted in the respond to question 3, that some classes are allowed to go to computer laboratory for practical's, might be the case of computer system. This can be interpreted as; "Teachers use computer systems for teaching in some selected classes."

According to the administered questionnaire results for question 13: 83.0% students replied that their teachers never use PowerPoint presentation in delivering lessons in class. This reveals the persistent use of traditional system of education in the school settings in the Ado Odo Ota Local Government area of Nigeria.

According to the administered questionnaire results for question 14: 85.0% responder said teachers never use tape recorders in class in other to improve their listening skills.

According to the questionnaire results for question 16: 25.0% insisted that teachers never use white board in teaching, 48.8% of the participant opposed this notion, saying teachers sometimes use smart boards in teaching. This section is rather unclear but revealed once again the co-current traditional way in the system of

education in the Ado-Odo Ota area of Ogun State, Nigeria.

According to the administered questionnaire results for question 17 - 20: 73.1% of the responder believed ICT develops their inquiry skills, 68.8 students believed that ICT develops their thinking skills. 65.0% believed that ICT does motivate students in working cooperatively in class, 69.4% concluded by agreeing that ICT teaches students to search worldwide different channels in order to collect through information.

Conclusively, it can be said that students in the survey are greatly aware of the many benefits ICT which it can offer to them however, according to the findings in the questionnaire in reality their school cannot provide all and necessary ICT equipment's required for a modernized or student centered education in their school.

On comparing the availability or non-availability in state secondary schools in Osun State, Nigeria. It showed a greater similarity with that of Ado Odo Ota Local Government as results indicated out of the 100 respondents, 60 % answered yes, that computer systems are available in their schools while the remaining 40 % (40) answered no, that computer systems are not available in their schools. The table further reveals that internet facility, e-mail facility, digital projector, digital video recorder and scanner have 10% (10) availability each and 90% (90) non-availability each in the selected schools. CD-ROM has 25% (25) availability and 75% (75) non-availability in the selected schools. Fax, intercom/PBX, and Closed circuit television all have 5% (5) availability each and 95% (95) non-availability each in the selected schools. Telephone has 35% (35) availability and 65% (65) non-availability in the selected schools. Digital printer has 30% (30) availability and 70% (70) non-

availability in the selected schools. The above results revealed that only few secondary schools have access to ICT equipment's.

To buttress the researcher point on unavailability of ICT equipment's for students/teachers use, is the result from the finding concerning availability of ICT equipment in Ekiti state, Nigeria, a study that comprised of 182 state secondary schools, in Ekiti State, Nigeria. The research revealed: that many schools in the State are deficient in the availability of information communication and technology (ICT) equipment. Although most schools have computers (92.5 %) and printers (90.6 %), which is basically used for administrative purposes, almost all the schools did not have projectors, projectors screen, scanning machines and fax machines. This is an indication that ICT materials are not vigorously provided for the schools.

4.2 Subject matter obtained from the research questions

In Column 1 of table 5 is list of the research questions, Column 2 of table 5 is the code derived from the research questions as listed in Chapter 1 of this thesis.

Table 5: List of research questions for the semi-structured interview

RESEARCH QUESTIONS	GENERATED CODES
Are ICT equipment's available in State Secondary Schools in Ogun State?	ICT Avail;
What are the roles of the teachers in using ICT equipment's?	T's role (ICT)
What are the roles of students' in using ICT equipment's?	Ss' role (ICT)
What are the benefits of using ICT equipment's to students and the community at large?	ICT ben;/ adv.
Are there any disadvantages of using ICT in schools?	ICT dis;

What type of teaching method (traditional or student-centered) is the most preferable one by students at Ansar Ud Deen Comprehensive College?	Teach. Met (Students)
What type of teaching method (traditional or student centered) is commonly used by teachers?	Trad. teach vs Std. Cent

4.3 Quotations Obtained from the Semi-Structured Interviews

Accordingly, Column 1 of table 6 represents the classes of the (students) interviewee, Column 2 of table 6 represent the aggregate of responder.

Table 6: List of responder to the semi-structured interview

STAGE	AGGREGATE RESPONDER
Junior secondary school three	6
Senior secondary school one	6
Senior secondary school two	8
TOTAL	20 STUDENTS

4.3.1 Responses from Students in the Junior Secondary School Three

6 Student's from the Junior Secondary School Three were selected, 6 Student's from Senior Secondary school one and 8 Student's from Senior Secondary School two, making a total of 20 responders.

Below is the analyses of the responses of the 6 (students) of Junior Secondary School Three interviewee responses to the semi-structured questions. The tables are categorized according to each student's responses to the semi-structured questions.

Table 7: (Student 1) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's usage in class helps my study a lot.	ICT ben;
ICTs equipment is available in other schools in the Ado Ota Local Government area, because it is provided by the state government.	ICT Avail; .

Table 8: (Student 2) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's is good for my education	ICT ben;/ adv.
Other state secondary schools in Ado Odo Ota use (ICT) equipment's in their learning process. However, it is only computer systems, photocopies and typewriter are the only seen ICT equipment's available in the area	ICT Avail;

Table 9: (Student 3) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICTs equipment's are beneficiary to my study	ICT ben;/ adv.
ICT equipment's are available in other schools, but I am not about which the gadgets are available.	ICT Avail;

Table 10: (Student 4) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's usage in the classroom always adds to my academic performance, because ICT gadgets are useful to me.	ICT ben;/ adv.
ICT equipment's are also available in some other schools in the Ado Odo Ota Local Government, school like (Iganmode Grammar School, was mentioned during the interview.	ICT Avail;

Table 11: (Student 5) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's are helping my study, because it aids to quick learning and rapid assimilation of the subject matter been thought in the class.	ICT ben;/ adv.
ICT equipment's are available in the Ado Odo Ota Local Government	ICT Avail;

Table 12: (Student 6) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
The use of ICT equipment's by my teachers, helps in my study.	ICT ben;/ adv.
ICT equipment's are available in the Ado Odo Ota Local Government.	ICT Avail;

4.3.2 Responses from Students in the Senior Secondary School One

Two questions were absorbed from the seven semi-structured questions to find out the ICT benefits to the students, and its availability in their school and environs. Below is the analysis of the 6 (students) of Senior Secondary School One interviewee responses to the semi-structured questions. The tables are categorized according to each student's responses to the semi-structured questions.

Table 13: (Student 1) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's usage in class is effective, because it makes me to easily understand lesson content	ICT ben;/ adv
ICT equipment's like (computer and monitor) are available in other schools in the Ado Odo Ota Local Government	ICT Avail;

Table 14: (Student 2) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's contribute to my academic performance, because it makes me grab lesson content faster.	ICT ben;/ adv
ICT equipment's are available in other schools in Ado Odo Ota local Government	ICT Avail;

Table 15: (Student 3) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's are beneficial, because I gain a lot through the use	ICT ben;/ adv.
The third students said ICTs equipment's are available in other schools in the vicinity.	ICT Avail;

Table 16: (Student 4) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's help my study.	ICT ben;/ adv.
I am certain that ICT equipment's are available in other state secondary schools in the area.	ICT Avail;

Table 17: (Student 5) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's contribute to my academic performance, it also enlighten more student, because some student learn more from what they see.	ICT ben;/ adv.
ICTs equipment's are available in other schools in the Ado Odo Ota Local government	ICT Avail;

Table 18: (Student 6) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's usage reduces the stress of the teachers and also contributes to the student's academic performance.	ICT ben;/ adv.
ICTs equipment's are available in other schools in the Ado Odo Ota Local government	ICT Avail;

4.3.3 Responses from Students in the Senior Secondary School Two

Two questions were absorbed from the seven semi-structured questions to find out the ICT benefits to the students, and its availability in their school and environs. Below is the analysis of the 6 (students) of Senior Secondary School Two interviewee responses to the semi-structured questions. The tables are categorized according to each student's responses to the semi-structured questions.

Table 19: (Student 1) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
I learn from the usage of ICT equipment's in class	ICT ben;/ adv.
Affirmation that other schools in Ado Odo Ota have ICT equipment's	ICT Avail;

Table 20: (Student 2) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT in Ado Odo Ota local government is very good, and makes my study easier	ICT ben;/ adv.
Affirmation that other schools like (Saint Michael and Iganmode College) in Ado Odo Ota have ICT equipment's	ICT Avail;

Table 21: (Student 3) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's make my work easier and understandable	ICT ben;/ adv.
ICT equipment's are not available in the Ado Odo Ota local government area	ICT Avail;

Table 22: (Student 4) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT contribute to my academic performance, because as a teenage I recollect information's of what I see.	ICT ben;/ adv.
ICT equipment's are not available.	ICT Avail;

Table 23: (Student 5) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's makes me to be more educated and civilize	ICT ben;/ adv.
ICT equipment's are available but not adequate for our use. Computer systems, typewriter, photocopies machines are only available	ICT Avail;

Table 24: (Student 6) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's is beneficiary to my education	ICT ben;/ adv.
ICT equipment's are available but not adequate for our use, we have computer systems, and typewriters, and photocopies machines	ICT Avail;

Table 25: (Student 7) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's is beneficiary to my education	ICT ben;/ adv.
ICT equipment's are available but not adequate for our use. ICT equipment's such as photocopy machines and typewriter can only be found in the schools	ICT Avail;

Table 26: (Student 8) response to the questions

SEMI-STRUCTURED INTERVIEW QUESTIONS	CODES
ICT equipment's usage in class is of great benefit to my academic performance, but we need more	ICT ben;/ adv.
ICT equipment's are available but not adequate for our use	ICT Avail;

4.3.4 Overall Interpretation of the Semi-structured Interview Findings

Visualization is deemed a helpful medium for understanding and remembering information, this can be traced to the responses of the 5th Student in table 17 of the senior secondary school one and 4th Student in table 22 of the senior secondary school two, they said ICT helps them to learn faster, because they learn faster from what they see” denoted by this quote “I recollect information’s of what I see”.

From the perspective of mental mind research, it is comprehended that graphical reasoning is one of the strategies for enhancing an individual's memory, due to visual pictures making the hypothetical more concrete and enabling learners to clear up complex information basically (Rakes, 1999). It has moreover been suggested that using visual-spatial strategies may diminish mental load and help learners in managing their considerations and making relationship between the information

resources (Neumann, Gräber, and Tergan, 2005).

Other than visual picture, theory moreover ought to be underscored and concerned while making bearing. A couple of pros indicated that models can give the visual impression of physical structure and relationship, and speculation can diagram and disentangle the significance of the structure (Glynn, Yeany, and Britton, 1991; Keys, 1997). In this way, ICT gear's is of awesome advantage to understudy's scholarly considering.

In all, to further buttress the unavailability of ICT equipment's in the state secondary schools in the Ado Odo Ota Local Government of Ogun State, Nigeria. Student 2 in table 8 and Student 6 in table 12 of Junior Secondary School 3 and Student 1 in table 13 of Senior Secondary School 1, Student 5 in table 23, Student 6 in table 24, Student 7 in table 25 of Senior Secondary School 2 said "computer systems, photocopy machine, scanner, typewriter are the available ICT equipment in their school, this is sadden but true to revealed how limited the ICT equipment are in state secondary schools in the Ado Odo Ota Local Government, Ogun State, Nigeria.

Thus, Okwudishu (2005) found that inaccessibility of some ICT parts in the schools hampered educators' utilization of ICTs, it was noticed that this issue might be because of underfunding (Enakrire and Onyenenia, 2007).

Entirely saw in all the above table, each of the 20 students that reacted to the inquiry on the advantage of ICT equipment's on their scholastic execution, said ICT equipment's have extraordinary advantages to their scholarly advancement and development. The scenario in this finding can be term in two short phrases:

What can knowledge of equipment do, without it real application? I know what could be drive from equipment, but can't gain access to it.

Chapter 5

DISCUSSIONS AND RESULTS

5.1 Discussions and Results

In the thesis, researcher carried out an in-depth finding on the availability of ICTs equipment's in selected state secondary schools in the Ado Odo Ota Local Government of Nigeria. Researcher tried to look at various literatures review about the concept of Information and Communication Technologies in Schools, it uses, it benefits to both teachers and students and the environment. Numerous researchers characterize what Information and Communication Technologies is, yet that of the (UNDP) and Ogunsola perspectives are the most adequate.

Ogunsola view (2005:3) on ICT "is an electronic based game plan of information transmission, social event, taking care of and recuperation, which has unquestionably changed the way we think, the way we live and nature in which we live". It can be used to get to overall learning and correspondence with different people Ogunsola (2005) saying "ICT "is an electronic based arrangement of data transmission, gathering, preparing and recovery, it change the way we think and live among others."(p.3) According to Apple Computer (2002) "Students who use ICTs have more ideas in solving complex situation". What is more?

What more can be done through ICT? Through ICT “it develops the imagination and visual skills of learner so far it can be accessible”. CEO Forum on Education and Technology, (2001).

By discoveries, there is most likely the unrest of the utilization of ICT equipment’s in schools in this 21st Century is of extraordinary point of interest to instructive faculty, whereby making learning less demanding and in other to make students compete with their international counterpart.

Research uncovered that attention to the formal of ICTs equipment’s in the selected state secondary schools is not the issue, as 99% of the member in the study know about the considerable advantages ICT equipment’s bring to the table to them, yet tragically, ICTs equipment's is not accessible for the utilization of this proficient students. It will be humorous if inaccessibility of the ICT equipment's in the selected schools is the real issue to suit the crying need of the student in the selected schools.

Clearly, it was seen in this study, that students are very mindful of ICTs to their scholastic execution, yet they are been prevented from claiming this extraordinary advantages of ICTs, it will be unexpected for analyst to infer that ICTs equipment’s are accessible in the chose schools, as uncovered in the finding.

Okebukola (1997) inferred that PC is not some portion of classroom innovation in more than 90% of state funded schools in Nigeria. Along these lines the writing slate and reading material keep on commanding classroom exercises in most auxiliary schools in Nigeria. In the event that a nation, for example, Uganda which has not exactly a-fifth of Nigeria's assets, is currently utilizing data and correspondence

innovation to help auxiliary schools understudies to wind up better data clients, why is Nigeria lingering behind? The answer is just botch of the colossal assets of the nation and failure of political pioneers to organize Nigeria's formative needs. There is probably in the current brutal monetary rivalry, the private segment in Nigeria has grasped ICT to stay above water. The managing an account area, protection, fabricating commercial ventures and multinational organizations in the oil division have grasped mixed media innovation to convey creative answers for their present difficulties.

Chapter 6

CONCLUSION AND RECOMMENDATIONS

Despite the many benefits of ICT, students in the state are been deprived of the right to use the ICT equipment's in the selected school. To sum up:

- To see a well- modernize Nation (Nigeria) and Community (Ado Odo Ota, Local Government) as was stated by the researcher in the introductory part of this slides, will only be actualized if the researcher suggestions can be strictly adhere to by the parties involve in decision making in the educational sector in state secondary schools in Ado Odo Ota, Local Government, Nigeria.
- Virtually all participants in this research are all crying out to the state government of Ogun State to help in making available ICT equipment's in their school for a greater future.
- If urgent measure is not carried out in making available ICT equipment's is the case studied school, the future of our youths in competing with youths global might be jeopardize.

6.1 Recommendations

Based on the information derived through the questionnaire and the semi-structured interview on the use, benefits and availability of ICTs in selected state secondary schools in the Ado Odo Ota Local Government, the following recommendations can be propound by the researcher:

NGOs (Non-Governmental Organizations) Fund: This has always been and still relevant way in which schools derive funds in Nigeria, NGOs are non-governmental organizations, that are financial buoyant. These organizations are always willing and always ready to provide funds for the needy. It is therefore in the interest of school owner and (The Principals) to table their needs to the NGOs (Non-Governmental Organizations) in meeting their need for more relevant ICTs equipment's in their school.

Government Fund: Governments are responsible ultimately in providing fund for the state schools in Nigeria as there are many benefits of the usage of ICTs in schools. Government are to make adequate provisions for ICT equipment's in state secondary schools as stated in the National Policy of Education in Nigeria.

Generalizing ICT in Ado Odo Ota Local Government: Although this thesis covered selected state secondary schools in Ado Odo Ota Local Government, in Ogun State, Nigeria, it is noted not to be of wide range to conclude about the availability of the ICTs equipment's in 20 Local Governments that exist in Ogun State, Nigeria, not to talk of wider range of the totality of Nigeria itself. It is therefore, in the best interest of future researcher to carry out additional survey of the state secondary schools in Ogun State for wide range coverage of research, by this the results can be generalized to the whole State Government of Ogun State.

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APPENDICES

Appendix A: Introductory Page of Questionnaire

Benjamin Olutayo OLATUNJI,

(MS. Student)

Eastern Mediterranean University,

North Cyprus.

Computer Education Department,

Mobile: +905338526753, +2347065093098.

Email: olutayoolatunji@yahoo.com

“Non -Availability/Inadequate Facilities of ICT Equipment’s in Some Selected State Secondary School in (Ado Odo Ota Local Government, Ogun state, Nigeria)”

Dear Student,

The field of education has been affected by ICTs, which have undoubtedly affected teaching and learning. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change.

The purpose of this questionnaire is to find out students ‘views on ICTs, its use and availability in schools for the development of Educational System in Ado Odo Ota Local environment of Ogun State, Nigeria.

Data gathered from the findings, will guide the researcher to reach a conclusion about the Availability or Non-Availability of ICT equipment’s in the school and possible solutions will be suggested to the State Government of Ogun State, Nigeria for betterment of schools at the state.

Feel free to ask your teacher. Moreover, the result of the data given will be handled confidentially and will not be used in any other research or the administrative part of the school.

Thank you for your time and genuine responses.

Appendix B: Demographical Part of the Questionnaire

PART I

Instruction: Please tick () as appropriate as concerns you:

1. Gender: Male: Female:

2. Age: 12-17 18-24:

3. Class: JSS 3: SS1: SS2:

4. Department: Art: Science: Commercial:

Appendix C: Administered Research Questions

PART II

NOTE: In answering the following questions, please put a tick () how often teacher uses the ICT equipment's in the classroom and school settings.

Degree of Frequency:

1= NEVER

2=RARELY

3=SOMETIMES

4=ALWAYS

S/N	ICT EQUIPMENTS	NEVER	RARELY	SOMETIMES	ALWAYS
01	You are allowed to bring your smart phones to the class.				
02	Scanner is used in the administrative part of your school				
03	You are allowed to go to the computer laboratory for practice.				
04.	Photocopy machines are available in the administrative part of your school.				
05.	Fax is used as a medium of sending message in your school				
06.	Printer is used in the administrative part of your school.				
07.	Email is used as a medium of communication in your school				
08.	Intercom serves as a medium of communication within the school settings.				
09.	Internet facilities are available in				

	your school				
	ROLE OF TEACHER	NEVER	RARELY	SOMETIMES	ALWAYS
10.	Teacher uses projector in every lesson				
11.	Teacher uses digital video recorder while teaching				
12.	Teachers use computer systems for teaching in the classroom				
13.	Teacher uses power point as a teaching tool in class				
14.	Teacher uses tape recorders in order to improve students listening skills.				
15.	Teacher uses smart phones to exchange information with students				
16.	Teacher uses the white board to teach students.				
	BENEFITS OF ICT	NEVER	RARELY	SOMETIMES	ALWAYS
17.	ICT develops student's inquiry skills				
18.	ICT develops student' higher order thinking skills				
19.	ICT motivates student's to work cooperatively in class				
20.	ICT teaches student's to search worldwide different channels in order to collect through information.				

Appendix D: Semi-Structured Interview

PART III

Please comment briefly on the following issues:

1. According to your point of view, do you think the use of ICT equipment's by your teacher will contribute (add) to your Academic Performance?

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2. Do you have enough ICT equipment's in your schools, for your benefit? Give reasons for your answer.

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3. Further Comments:

Appendix E: Letter of Permission to the Principal of Ansar Ud Deen comprehensive College, to administered questionnaire and Semi-structured interview

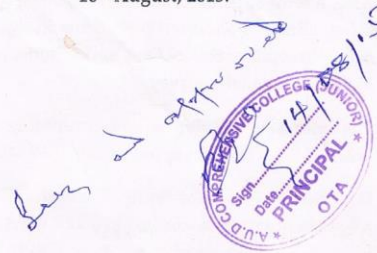
Eastern Mediterranean University,
North Cyprus.

Computer Education Department,
Mobile: +905338526753

Email: olutayoolatunji@yahoo.com

10th August, 2015.

The Principal,
Alhaji RAK Balogun,
Ansar-Ud-Deen Comprehensive College,
Sango Ota,
Ogun State,
Nigeria.



Dear Sir,

Letter of Permission to Administer Questionnaire and conduct Semi-structured Interview about the "Non -Availability/Inadequate Facilities of ICT Equipment's in Some Selected State Secondary School in (Ado Odo Ota Local Government, Ogun state, Nigeria)"

The field of education has been affected by ICTs, which have undoubtedly affected teaching and learning. ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change.

I attended *Ansar-Ud-Deen Comprehensive College, Ota* between 1999 and 2004 and currently a Postgraduate student in the above named University, where I am carrying out a study about the availability of ICTs equipment's in some selected state secondary schools in the Ado Odo Ota Local Government, Ogun State, Nigeria. I have selected the *Ansar-Ud-Deen Comprehensive College, Ota* as a case study.

I write to seek permission in administering questionnaire through (*Miss. Oladimeji Shukurat*) to 50 students selected at random in the Junior Secondary School 3, 50 students selected at random