

THE EXTENT OF AWARENESS, ACCESS AND UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN SECONDARY SCHOOLS IN DELTA STATE

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ABSTRACT

This study was carried out to investigate the extent of awareness, access and the utilization of Information and Communication Technology in secondary schools in Delta state. To achieve this, five research questions were formulated and answered. Survey research method was adopted for the study while structured questionnaire was the instrument used for data collection. Data collected were analyzed descriptively. The data were presented in Frequency tables and percentages. The respondents were asked questions on the following technologies; Computer, telephone, internet, television, radio, and Video Compact Disc Players (VCD). The findings revealed that both teachers and students in the secondary schools that were studied were more aware of the use of computers in education than any other technology they were asked. It was also discovered that the computer was the most available technology in the schools and both teachers and students had access to them. However, the study further revealed that not all of these computers that were available were fully operational and above all, the computers are not used as technology in education (teaching and learning of other subjects) rather, they are used for technology education (teaching the students how to operate the computer only).

Keyword: Awareness, Access, Utilization of I.C.T. in Secondary Schools.

INTRODUCTION

Like many other centuries, the 21st century came with its own revolution; this time, the information revolution. This revolution according to the United States Department of Labour-USDL, (1999) is powered by technology, fueled by information and driven by knowledge.

As a result of this revolution, our societies are now becoming more divers, complex, media saturated and borderless once. There is no mixing word; this revolution is having a greater impact on our society than the transition from oral to print society.

Improved secondary education is essential to the creation of effective human capital in any country (Evoh, 2007). The need for ICT in Nigerian secondary schools cannot be overemphasized. In this technology-driven age, everyone requires ICT competence to survive. Organizations are finding it very necessary to train and re-train their employees to establish or increase their knowledge of computers and other ICT facilities (Adomi and Anie, 2006; Tyler, 1998). This calls for early acquisition of ICT skills by students.

This has prompted the need for students of the 21st century to be proactive in terms of ability to communicate effectively beyond their environment, participate in global matters that affect their society, and be able to impact changes either individually, or in collaboration with others around the world in solving any challenge they may face.

relatively cheap microcomputers became available for the consumer market (Pelgrum and Law, 2003).

According to Hepp, Hinostroza Laval, and Rehbein (2004), ICTs have been massively present. Although at that time computers were yet to be fully integrated in the learning of traditional subject matter. It was

learning in this information age and the challenges of the digital society that gave boost to interest in ICT's. According to Olalere, (2005) the issue of ICT in Nigerian education started way back 1980s when computers were first introduced into secondary schools in 1988 precisely with training programmes for teachers. At that time, only the Federal Government Colleges were used as pilot schools. Since that time however, several efforts have been put in place by successive governments to ensure the effective integration of the computer and other related technologies to all secondary schools in Nigeria.

In a bid to ensure an effective integration of ICT into secondary education system, a national ICT project for