

## AVAILABILITY OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) FACILITIES FOR ENGLISH LANGUAGE TEACHING IN PUBLIC SECONDARY SCHOOLS IN EDO CENTRAL SENATORIAL DISTRICT

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### ABSTRACT

This study is a survey on the availability of Information and Communication Technology facilities for English language teaching in public secondary schools in Edo Central Senatorial District. The descriptive study based on survey research design was adopted. A population of 77 English language teachers in public secondary schools in Edo Central Senatorial District was used for this study. The questionnaire titled: Availability of Information and Communication Technology Facilities by English Teachers Questionnaire (AICTFETQ) was used to gather relevant data. The instrument was subjected to content validity by three lecturers in Curriculum and Instruction Department of Ambrose Alli University Ekpoma. A reliability test was carried out on the instrument using the Split-Half Method and a reliability coefficient was 0.68. The data collected through questionnaire were analyzed using frequency count, percentages, chi-square and t-test. The results revealed that Information and Communication Technology facilities like internet, library, multimedia projectors, bill boards, laptops, interactive radios, electronic typewriters, ipads, teleconferencing, projector screens and interactive white boards were grossly unavailable in public secondary schools in Edo Central Senatorial District. Information and Communication Technology facilities were 89.6% inadequate in secondary schools for teaching English Language and 58.5% English teachers utilized information and communication technology facilities poorly in public secondary schools in Edo Central Senatorial District. School location differences in availability of ICTs for teaching English Language was not found. Based on the results, it was recommended that among other that Government should provide computers and other information and communication Technology facilities to schools for the purpose of teaching and learning of English Language.

**Keywords:** Information and Communication Technology, Facilities, English Language.

### 1. INTRODUCTION

The rapid growth in Information and Communication Technologies (ICT) has brought remarkable changes in the twenty-first century. This has also affected the demands of modern societies Information and Communication Technology is becoming increasingly important in our daily lives and in our educational system. Therefore, there is a growing demand on educational institutions to use Information and Communication Technology to teach the skills and knowledge student need for 21<sup>st</sup> century. Realizing the effect of Information and Communication Technology in the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning. This restructuring process requires effective adoption of technologies into existing

environment in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity.

Information and Communication Technology, according to Akindele, Fabunmi and Akano (2023) encompasses computer and telecommunications. It is concerned with the technology used in handling, acquiring, processing, storing and dissemination of information. Thus, Information and Communication Technology is any technology used in producing, organizing and passing information from one location to another. Similarly, the Oxford Advanced Learner's Dictionary of current English (2020) by Hornby sees Information and Communication Technology as electronic media used in processing analyzing, storing and sending out information. These Information and Communication Technology facilities could include among others, radio, television, computer and internet facilities, computer game console, Digital Versatile Disc (DVD) player and recorder, digital camera and scanner.

The issue of availability of Information and Communication Technology facilities in secondary schools has generated a lot of worry over the years in Nigeria, especially in public secondary schools in Edo State as these facilities are not readily available for use by English teachers and even students as well. The ICT facilities required for teaching and learning are computers, internet, projectors, video cameras, bill boards, audio tapes, television, telecommunicating among others. In many institutions of learning in Nigeria, especially at the secondary level, there are shortages in provision of these ICT facilities for teaching English Language and even in some schools where some of these facilities are available, they are either grossly infatuate or not utilized. For instance, in Edo Central Senatorial District only few public secondary schools like Obiaja, Annunciation Catholic College, Irrua Model Secondary School, Ubiaja, Eguare Secondary school, Ekpoma and Opoji Commercial Secondary School among others which have computers and other Information and Communication Technology facilities. These facilities are however hardly put to use either because of lack of competent manpower to use them or electricity to power the applications.

Comprehensive electronic tools programmes can provide effective interaction which helps in the teaching and learning of grammar in much quicker, easier and more convenient ways in comparison with the traditional ones. According to Akindele, Fabunmi and Akano (2023), multimedia Computer Assisted Language learning (CALL) could (a) make linguistic characteristics clear (b) help learners understand semantic and syntactic grammar (c) enable learners to notice their errors and correct them; (d) make the language interactions modifiable and (e) engage learners in learning with good interaction task designed. In other words, technology supports their needs and provides the best help to meet their goals achievement. Practising in a wide variety of grammatical forms and receiving corrective feedback can improve students learning. Such as interactive environment allows a learner to respond to feedback individually, to learn independently, and to think critically. Thus, at this stage, a teacher acts as a facilitator during teaching and learning processes.

Studies on availability of information and communication technology (ICT) facilities for English Language Teaching has been investigated by scholars in recent times. Akindele, Fabunmi and Akano (2023) identified the extent of utilisation of Information Communication Technology components in the teaching and learning of spoken English in selected private/public secondary schools ESL Classroom. Twenty- five respondents each was selected from four public schools, 20 from two private schools and 20 English language teachers. These respondents responded to fifteen questions on required ICT facilities. Each respondent's cumulative responses was calculated and

converted to simple percentages. Findings from the public secondary schools' overall responses revealed that majority of the ICT facilities that can facilitate spoken English lessons were not readily available nor utilised, with higher percentages of 90%, 92%, 96%, respectively attesting to their non-availability and non-utilisation. For the private secondary schools though, some respondents attested to their availability but personal observation revealed that these facilities were scanty and not maximally utilised.

Olanusi and Adeniyi (2022) *investigated availability of ICT facilities and teachers proficiency in the use of ICT in public secondary schools in Akoko North East local government area of Ondo State, Nigeria. The descriptive survey method was employed for the study. The purposive sampling method was used to select 12 public secondary schools. Random sampling method was used to select ten (10) teachers each from the public secondary schools in the Local government area making a total number of 120 teachers. One hundred and twenty (120) copies of the questionnaire were administered to teachers and 109 copies were retrieved, giving a response rate of 90.8%. The data was analysed using frequency count, percentages. The findings of the study revealed ICT facilities were not available, majority of the teachers have low level of ICT proficiency. Also, irregular power supply and lack of ICT facilities are the major hindrances to the adoption and proficiency in the use of ICT.*

Umennuihe, Shu'ara, Okechukwu, Alutu and Umennuihe (2023) investigated the extent of availability and utilization of information communication technology (ICT) devices in the implementation of Government Curriculum in Nigerian senior secondary schools. A descriptive survey research design was adopted in the study. The population of the study comprised all the (99) Government teachers in the forty-seven (47) secondary schools in the zone. Total enumeration sampling technique was used to sample all the 99 Government teachers used for the study. A Checklist on Available ICT Devices (CAICTD) and structured Questionnaire on Extent, Bottlenecks and Strategies for Improving Effective Utilization of ICT Devices (QEBSUICTD), were used for gathering data for this study. Percentage, mean, t-test and ANOVA were in the data analysis. The findings among others revealed low availability and utilization of ICT devices in senior secondary schools in Obollo-Afor Education Zone.

Adeoye, Adewumi and Ayanda (2024).determine the extent of utilization of ICT resources available for teaching biology; influence of gender and years of teaching experiences on biology teachers' level of utilization of the available ICT resources. Survey research design was adopted for the study. The sample comprised 51 secondary school biology teachers drawn using simple random sampling technique in Irepodun Local Government Area of Kwara State, Nigeria. Data were gathered using researchers designed questionnaire whose reliability coefficient was found to be 0.79 using Cronbach alpha correlation statistics. Frequency, percentage and mean were used to provide answers to the three research questions while t-test and ANOVA was used to test the null hypotheses. The findings indicated that: Overhead Projector, Internet, Computers, Wireless Microphone, Mobile Devices, and Printer were frequently utilized; while other ICT devices available in some schools were rarely utilized or never utilized. In addition, there was no significant difference in the utilization of the available ICT resources based on teachers' gender and experiences

Efido, Madubuko, Ofozoba, Ezeiruaku, Onuorah, Onyedikachi and Izuchukwu, (2024) investigated the availability of information and communication technology facilities and its accessibility for teaching Christian Religious Studies in Public Secondary Schools in Enugu State. Three research questions were posed to guide the study. Using a descriptive research design the

study made use of the population of 450 CRS teachers in all the government-owned secondary schools in the study area. The sample size of the study using mutli-stage sampling technique was 160 CRS Teachers. Two research instruments were used for data collection namely: Checklist for the Availability of ICTs in the schools and Questionnaire on accessibility of ICT facilities (CAQAA-ICT). The instruments were validated, and the reliability coefficient of the questionnaire was 0.76. Frequency and Percentage was used to analyze collected data on availability of ICT in schools whereas mean and standard deviation were used for research question two and three. The study found the availability of ICT facilities in schools were low, resulting in low accessibility for teaching CRS in government secondary schools in Enugu state and some of the factors hindering the accessibility were poor funding, inadequate power, lack of ICT skills and ICT expertise

The poor performance of students in English language at public examinations in recent times has been explained as a major cause of the decline in academic achievement and standard of education in Nigeria. In the result released by WAEC for the 2014 May/June Senior Secondary School Examination, only 31.28% (529,425) candidates out of 1,692,435 candidates who sat for the examination had credits in five subjects and above including Mathematics and English Language as against 38.81% and 36.57% in 2012 and 2013 May/June examinations respectively. Though the result of May/June 2017 had recorded increase in the pass rate with 923,486 candidates representing 59.22% of a total of 1,471,151 candidates who sat for the examination scoring a minimum of five credits including Mathematics and English Language as against 52.97% in 2020, Ofeimu and Kolawole (2017) stated that there is a lot more to be done to encourage pass rate in the subjects in schools. As Olanusi and Adeniyi (2022) observed, having difficulties in grasping fully the contents and concepts of the various subjects of the curriculum taught in the target language (English language) seems to be one of the most serious problems that English as a Foreign Language (EFL) students face in their particular course of study. This is the same problem with Nigerian English as Second Language (ESL) students whose performance in the various school subjects at public examinations have been very poor as stated above. This might be due to their weaknesses in English language, the medium of instruction, owing to inadequacy of ICT facilities which according to Mohammed (2012), its availability and use enhances classroom teaching

The issue of availability and use of Information and Communication Technology (ICT) facilities in secondary schools has generated a lot of worry over the years in Nigeria as questions are being asked if these facilities are actually available for use by teachers and students alike. The uncertainty of the answer has placed doubts in the minds of many as to the quality of products from the educational system in Nigeria which many have considered to be ill-equipped and become misfits in the 21st Century world market (Akindele, Fabunmi & Akano, 2023). In many institutions of learning in Nigeria, especially at the secondary level, there are shortages in the provision of Information and Communication Technology (ICT) facilities and even in some schools where these facilities are available, they are either grossly inadequate or not utilized (Olanusi & Adeniyi, 2022). The worry of the researcher therefore is, are computers and other Information and Communication Technology facilities available in secondary schools in Edo State? To this end, this study sought to provide answers to the following research questions:

- 1) What are the ICT facilities available for teaching English Language in secondary schools in Edo Central Senatorial District?
- 2) Is there any difference between urban and rural secondary schools on the availability of ICT facilities?

### Hypothesis

The hypothesis formulated for the study is given below

1. There is no significant difference between urban and rural secondary schools on the availability of ICT facilities for teaching English Language.

### 2. METHODS

This is descriptive survey research based on the ex post facto design. The study is ex post factor design because information sought were in their natural form that is ICT facilities in secondary schools in Edo Central Senatorial District. It also ascertained their level of usage by English Language teachers for the teaching and learning of English Language instruction. This method was chosen because it enabled the researcher to study the facilities as they were in the schools. The population for this study consisted of all qualified English Language teachers in public senior secondary schools in Edo Central Senatorial District. The total population of teachers comprised 77 English Language teachers.

The entire population was used for this study that is, 77 qualified teachers teaching English Language in secondary schools in Edo Central Senatorial District. This was because the population was not large hence, sampling was considered not necessary. The instrument that was used for collection of data was the questionnaire titled: Availability of Information and Communication Technology Facilities by English Teachers Questionnaire (AICTETQ). It consisted of two main sections 'A' and 'B'. Section 'A' dealt with the demographic data of the respondents such as sex, subject taught, school location while section 'B' consisted of the questionnaire used to elicit responses from the respondents. It contained 3 sub units. Sub unit I consisted of twenty two (22) items and captured the availability/adequacy of ICT facilities in secondary schools in Edo Central Senatorial District. This sub unit had two (2) point scales to show the availability of the facilities and the percentage of the facilities.

The questionnaire was subjected to content validity by experts and guidance of specialists especially the researcher's supervisor and two other lecturers in Curriculum and Instruction who carefully reviewed the items to ensure its contents were relevant, clear, unambiguous and precise. Corrections made by them were incorporated into the final draft. This helped to ensure the face and content validity of the instrument. Reliability test was carried out on the questionnaire. The split half reliability method was used. This was done by administering copies of the questionnaire to a group of twenty (20) teachers from Edo North Senatorial District. The data obtained were split into two equal halves using odd and even numbers. The data was analyzed using the Pearson Product Moment Correlation Coefficient method to obtain the coefficient of correlation of the instrument. The reliability index was 0.68 and a reliability of 0.60 according to Cohen (1989) is strong enough to sustain a relationship. The data gathered was analyzed using frequency, percentage counts and t-test.

### 3. RESULT

The results were presented in tables and discussed in line with the variables of the study

**Research Question 1:** What are the ICT facilities available for teaching English Language in Secondary schools in Edo Central Senatorial District?

**Table 1: Information and Communication Technology facilities available for teaching English Language in Secondary schools in Edo Central Senatorial District**

| Items                   | Frequency | Percent | Cumulative percent |
|-------------------------|-----------|---------|--------------------|
| Computers               | 5         | 6.5     | 6.5                |
| Multimedia projectors   | 3         | 3.9     | 10.4               |
| Internet Library        | 2         | 2.6     | 13.0               |
| Bill Boards             | 7         | 9.1     | 22.1               |
| Printers                | 1         | 1.3     | 23.4               |
| Laptops                 | 3         | 3.9     | 27.3               |
| Video camera            | 5         | 6.5     | 33.8               |
| Audio tapes             | 4         | 5.2     | 39.0               |
| Interactive radios      | 1         | 1.3     | 40.3               |
| Photocopier             | 5         | 6.5     | 46.8               |
| Television              | 3         | 3.9     | 50.7               |
| Handsets                | 8         | 10.4    | 61.0               |
| Electronic typewriter   | 1         | 1.3     | 62.3               |
| Manual typewriters      | 1         | 1.3     | 63.6               |
| Radio cassette player   | 5         | 6.5     | 70.1               |
| Ipad                    | 4         | 5.2     | 75.3               |
| Generator               | 3         | 3.9     | 79.2               |
| Teleconferencing        | 0         | 0       | 79.2               |
| DVDs/VCDs/CDs           | 4         | 5.2     | 84.4               |
| Scanners                | 1         | 1.3     | 85.7               |
| Projector screen        | 2         | 2.6     | 88.3               |
| Interactive white board | 9         | 11.7    | 100.0              |
| Total                   | 77        | 100.0   |                    |

Table 1 presents the analysis of the ICT facilities available for teaching English language in secondary schools in Edo Central Senatorial District of Nigeria. It was discovered from teachers' rating that only the following ICT facilities were available in schools in this order of frequency and percentage: computers = 5(6.5%), Multimedia projectors. =3(3.9%), Internet Library = 2 (2.6%), bill boards = 7(9.1%), Printers = 1(1.3%), Laptops = 3(3.9%), Video Camera = 5(6.5%), Audio Tapes = 4(5.2%), Interactive Radio = 1(1.3%), Photocopiers = 5(6.5%), Television = 3(3.9%), Handsets = 8(10.4%), Electronic Typewriters = 1(1.3%), Manual Typewriters = 1(1.3%), Radio Cassette Player = 5(6.5%), Ipad = 4(5.2%), Generator = 3(3.9%), DVDs/VCDs/CDs = 4(5.2%), Scanner = 1(1.3%), Projector Screen = 2(2.6%) and Interactive White Board = 9(11.7%). Almost all the ICT facilities were short of supply in the surveyed schools as these facilities were neither available nor were being used in the schools. ICT facilities like internet library, multimedia projectors, laptops, interactive radios, electronic typewriters, ipads, projector screen, scanners and interactive white board among others were grossly in short supply. It would be concluded that ICT facilities are limited in secondary schools in Edo Central Senatorial District for teaching English language.

**Hypothesis 1:** There is no significant difference in the availability of ICT facilities between an and rural secondary schools?

**Table 2: Summary of t-test analysis of difference in the availability of ICT facilities between an and rural secondary schools**

| School location | N  | X     | SD     | df | t-cal. | P-value | Remark                              |
|-----------------|----|-------|--------|----|--------|---------|-------------------------------------|
| Urban           | 32 | 41.66 | 14.593 | 30 | -1.403 | 0.165   | Not Significant<br>(p>05) Reject No |
| Rural           | 45 | 47.21 | 18.421 | 43 |        |         |                                     |

Table 2 indicated that the t-calculated (-1.403) was not significant at 0.05 alpha level of significance because the sig. value of 0.165 was above 0.05 acceptance level. Therefore, the hypothesis was retained. It meant that there was no significant difference in the ability of ICT facilities between urban and rural secondary schools in Edo Central senatorial District.

#### 4. DISCUSSIONS

The result of this study showed that ICT facilities had 67.5% influence on the teaching of English Language in secondary schools. This means that the use of ICT facilities affects the teaching of English Language. The reason for this is that ICT has become very important in the 21st century as it leads to vast advancement in knowledge and help to bridge knowledge gap. The result corroborates with that of Fakeye (2010) who found the level of knowledge of ICT possessed by English Language teachers was poor and as such, they rarely used ICT in English Language instruction. It was also found that there was significant difference in the male and female teachers' knowledge of ICT with the males demonstrating a level of knowledge higher than their female counterparts in Ibadan Southwest Local Government of Oyo State. The result agrees with that of Sandhya and Sunita (2012) who found that there was a significant relationship between the awareness of Information and communication Technology and perceived impact of ICT on Academic Performance of various students with respect to Gender and school type.

The result showed that no significant difference existed between urban and rural schools in the availability of ICT facilities. Public secondary schools in urban and rural areas of Edo Central Senatorial District do not significantly differ in the provision of ICT facilities because most of these facilities are not readily available in urban or rural schools. This could be as a result of the fact that provision of ICT facilities are neglected in public schools whether rural area or urban area. Most of the public schools do not even have the facilities let alone using them for teaching. The result corroborates with that of Hashenyolia and Ayab (2014) who found that RSEL was an effective tool for teaching and learning English language at the third grade secondary schools in Iran. The result agrees with that of Sofowora (2014) who opined that the adaptive interactive Cartoon Animation was an effective, creative and motivating method for teaching English Language in Nigerian primary schools in Osun State.

The result is in line with that of Laaria (2013) who attested that there was limited supply of qualified ICT teachers in Kenya. More ICT teachers should be employed in public secondary schools and trained in ICT skills to make them effectively deliver ICT based curriculum. In-service courses should be designed that can enable teachers to acquire ICT skills. Continued professional development of teachers is central to successful implementation of ICT in schools. Generally, teachers had positive attitudes towards adoption and use of ICT in schools in Meru country. The result concurs with that of Ezenwosu, Anyanwu, Okeke, Emeka and Nkannebe (2024).

who stated that the competence of ICT teachers on policy, curriculum, pedagogy, technology, administration and professional development is low. Obstacles to ICT teachers' competences were identified as lack of hardware, software, and financial resources, lack of electricity in most rural schools and insufficient information and experience from teachers in ICT applications

## 5. CONCLUSION

Arousing from the findings of this work, it was concluded that information and communication technology facilities are 89.6% inadequate to public secondary schools in Edo Central Senatorial District of Nigeria for the teaching and learning of English Language. The facilities were readily not available in mst of the secondary schools especially internet, libraries, multimedia projectors, interactive radios, ipads, among others. Only few schools had computers, photocopiers, printers among others. Though 41.5% of English language teachers utilized ICT facilities well, 58.5% of them utilized 41.5% of English language teachers utilized ICT facilities well, 58.5% of them utilized it poorly. It was also found out that schools in urban and rural areas do not significantly differ in the availability of ICT facilities for teaching English Language in schools

## 6. RECOMMENDATIONS

In the light of the findings of this study, the researcher recommended that:

1. Government should provide computers and other. IT facilities to schools for the purpose of teaching and learning of English Language.
2. Other stakeholders off the education system such as parents, Non-Governmental Agencies (NGO), and donor agencies should complement the efforts of government in the provision of ICT facilities to schools for effective teaching and learning of English Language
3. Principals: should regularly organize seminars, conferences and symposia to train teachers.om the use of ICT facilities for teaching English Language,
4. Teachers must strive on their part to improve their professional skills in the use of ICT facilities so that they can fit into the 21 century world of work.

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