

Teachers' Awareness of Nigeria's Educational Policy on ICT and the use of ICT in Oyo State Secondary Schools

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Abstract

This study is designed to investigate the level of awareness of primary and secondary school teachers invited for a capacity building workshop on ICT of Nigeria's educational policy on ICT as well as its possible influence on the use of ICT for classroom teaching and learning. Two hundred volunteers (out of the 250 participants invited from all the Local Government Areas of the state) at an ICT training workshop organized for Oyo state (Nigeria) teachers participated in this study. Data was collected using a self-constructed and validated questionnaire titled "Teachers awareness of Nigeria's educational policy on ICT" and the data were analyzed using simple percentage, t-test and ANOVA. The study found that only a small percentage of the respondents possess a high level of awareness of the country's educational policy on ICT, in fact, a considerable proportion of the respondents (35.1%) of the respondents were either completely ignorant of the policy or possess poor levels of its awareness. previous training which some of these respondents attended had no significant influence on their awareness of the country's educational policy on ICT. The study also presented some implications of this to ICTs use for teaching and learning purposes in the schools.

Key words: ICT policy, awareness, teachers, schools

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1. INTRODUCTION

The Nigerian Federal Government approved a national IT policy in 2001 with the establishment of the National Information Technology Development Agency (NITDA), charged with the responsibility of kick-starting, coordinating and implementing the provisions of the policy (Ajayi, 2003). It also set up the Nigerian National ICT for Development (ICT4D) Strategic Action Plan committee to develop a new ICT policy for development as the ICT action plan/roadmap for the nation. However, the objectives of the policy and strategies designed to achieve them are essentially political and mildly technical, as education was mentioned just in passing (NITDA, n.d.).

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Although, Yusuf (2007) stated that ICT policy initiatives since 1988 have been targeted at ensuring the integration of Information and Communication Technology (ICT) in the Nigerian school system, Agyeman (2007) posited that the Federal Republic of Nigeria has no specific policy for ICT in education and Achimugu, Oluwabemi and Oluwaranti (2010) confirmed that although as the mission, general objectives, and strategies of the national IT policy recognized the importance of ICT in education, the document has no sectorized (vertical) application to education. Even, the integration of Information and Communication Technologies (ICTs) in distance education programs in Africa has not been encouraging. The authors acknowledged the fact that the policy has no specific special application to education and that while there are sectorized applications for health, agriculture, art, culture, tourism; and governance, education is subsumed under human resource development. Also, Yusuf (2007) noted that although computer entered into the Nigeria's education system in the late 70's and early 80's, no concrete policy was evolved for its entry into the nation's education system until the evolution of the National Policy on Computer Education in 1988 (Federal Republic of Nigeria, FRN, 1988). This document contained information on the application of computer at various levels of the country's education, and with issues related to basic objectives, hardware and software requirements. The document also comments on teacher training, specifically, for the secondary school level.

In recognition of the prominent role of ICTs in the modern world, the Federal Government of Nigeria in the National Policy on Education (Federal Republic of Nigeria, 2004), further stated that government would provide basic infrastructure and training at the primary school, at the junior secondary school, computer education would be a pre-vocational elective, and a vocational elective at the senior secondary school. Adomi and Kpagban (2010) noted that 2004 was not the first Nigerian government attempt to introduce computer education in schools as, in 1988, the Nigerian government enacted a policy on computer education to establish pilot schools and diffuse computer education innovation first to all secondary schools, and then to primary schools. Unfortunately, the project did not really take off beyond the distribution and installation of personal computers (Okebukola, 1997; cited by Adomi and Kpagban, 2010). This author concluded that computer is not part of classroom technology in more than 90 percent of Nigerian public schools.

Specifically, Okafor and Umoinyang (2008) recalled that the National Computer Education Curriculum (NCEC) was developed for primary schools in 2002 by the Nigerian Educational Research and Development Council (NERDC), representing the first deliberate attempt to provide guidance to teachers on what should constitute basic computer literacy concepts and, skills that could be acquired at the Primary School Level. They reported that 97.9% of primary school teachers in Ekwusigo LGEA are computer illiterate. They have not acquired basic computer skills for teaching some concepts outlined in the National Computer Education Curriculum for Primary Schools and consequently, almost all the sampled teachers request for in-service training. They also reported that many primary schools and teachers do not have computers to practice on their own. However, Owhotu (2006) in Adeosun (2010) claims that, Nigeria has been in the lead within her sub-region in the integration of ICT tools with a number of initiatives; through collaborations with the government, by development partners, NGOs (international and local) and private corporations. Adeosun (2010) further highlighted some initiatives implemented to integrate ICT into Nigerian educational concerns as follows:

- a. SchoolNet Nigeria: This is an affiliate of SchoolNet Africa, launched in Nigeria in September 2001 and funded by Education Trust Fund. SchoolNet is engaged in the effective and sustainable deployment and use of Information and Communication Technologies (ICTs) to enhance teaching and learning in the primary and secondary education sector.
- b. Education Trust Fund (ETF): This fund was developed from 2% of companies' profit tax which is distributed by the Education Trust Fund for educational purposes. Besides working with SchoolNet Nigeria, ETF also works on the Education Resource Center project which aims to create science labs, ICT laboratories, libraries and multi-purpose halls in schools and institutions of higher learning.
- c. Computers-in-Schools project: The project was kick-started in 2002 with the major objective to develop computer and technological literacy through the introduction of computers in secondary schools. A programme similar to this was reported to have been established by the Lagos state government in 2005 (Adebowale, Adediwura and Bada, 2009; Adebowale, Adewale and Oyeniran, 2010)
- d. One-laptop- per-child (OLPC): This project was launched in Nigeria in September 2006 (Adeosun, 2010) by the one laptop-per-child (OLPC) initiative in collaboration with the Nigerian government which has resulted in the provision of 100-dollar laptop for the e-secondary school project in Nigeria. Nigerian software developers are concentrating on integrating local curriculum content into the project, covering every subject in the school system from JSS 1-JSS 3 and then SSS 1-SSS 3. However, its effort may have been hampered by a law suit instituted by Lagos Analysis Corporation, also called Lancor a Lagos, US-based Nigerians owned company against OLPC in the end of 2007 for \$20 million, claiming that the computer's keyboard design was stolen from a Lancor patented device. In January

2008, the Nigerian Federal Court rejected OLPC motion to dismiss Lancor's lawsuit and extended its injunction against OLPC distributing its XO Laptops in Nigeria. OLPC appealed the Court's decision but the Appeal is still pending in the Nigerian Federal Court of Appeals (Wikipedia, 2011).

- e. Other initiatives that deserve mentioning include the National Infrastructure framework for Open and Distance Learning, Virtual Library project, Microsoft IT academies, etc.

Adeosun (2010) commented that ICT efforts in Nigeria are majorly driven by private initiatives, are often piloted, short term, donor-funded projects which give no room for continuity and sustainability. According to her, they often show pockets of efforts with no coordination, resulting in poor distribution of resources, duplication of efforts and lack of meaningful results. She argued that, although, there are often data supplied to support the impact of these programs, the percentage of beneficiaries is small compared to the number of school age children that require such opportunities.

According to Agyeman (2007), electrical energy problem motivated the Nigerian government to embrace the US\$100 XO laptop computer project for Nigeria's 24 million public primary school children. He also reported that the government has ordered one million of these laptops, which can be cranked and do not need external power supply, for the primary school children. The laptop has in-built wireless networking, uses a 512 MB flash memory without a hard disk, and has two USB ports to which more memory or devices could be attached. It has a new user interface known as Sugar, and comes with a Web browser and a Web processor, but he concluded that the laptops are yet to appear in the country. Agbatogun (2010) asserted that across the globe, teachers' roles and power of influence cannot be undermined in the successful implementation and sustainability of any innovation or national reform (also Albirini, 2004; Baylor & Ritche, 2002 in Agbatogun 2010). He further argued that, the level of success in ICT integration in schools cannot be dependent on quality or sophistication of the technology, but rather on the teachers' readiness and positive disposition (Deniz, 2007).

Even in Nigerian universities, Ololube, Ubogu and Ossai (2006) found that most lecturers (85.9%) do not know about the IT policy in Nigeria, hence cannot focus any of their teaching towards the goal of the policy as the teaching curriculum does not instruct so. Research to ascertain if such knowledge exists at the secondary school level is either non-existent or very scarce. Consequently, this study is focused at ascertaining if secondary school teachers are aware of some of the provision of the available policy on ICT as it relates to education, using Oyo state as the research field. It also explored the possible influence of the teachers' awareness of the policy on classroom use of ICTs.

Given the important roles teachers play in the implementation of most educational policies and in particular, that of integration of ICT into teaching and learning the study is designed to investigate the level of teacher' awareness concerning Nigeria's educational policy on ICT and its influence on the usage of ICT in teaching and learning in Oyo state schools. Consequently, three research questions and two hypotheses were drawn to direct the study. The research questions include:

1. What is the level of the teachers' awareness of Nigeria's educational policy on ICT?
2. Does teachers' attendance at previous ICT workshops/ trainings have any difference on their awareness of the policy?
3. What is the teachers' response to the ICT use parameters considered in this study?

The hypotheses include:

1. There is no significant influence of the respondents' perceived level of ICT skills on their awareness of the country's educational policy on ICT
2. Teachers awareness of the country's educational policy on ICT will not significantly influence ICT use in Oyo state schools

2. METHODOLOGY

This was an exploratory study using a descriptive survey design. Two hundred volunteers at an ICT training workshop organized for Oyo state (Nigeria) teachers participated in this study. They were 250 teachers in all, invited from all the 30 Local Government Areas of Oyo state. Out of the 200 questionnaires distributed only those of 188 respondents were usable and hence used. Others were either not returned, defaced or were returned blank. The characteristics of the participants are presented in Table 1

Table1: Characteristic features of the study participants

Characteristics	Level	Frequency	Percent
Sex	Male	100	53.2
	Female	80	42.6

	No response	8	4.3
	Total	188	100.0
Age	less than 20yrs	2	1.1
	20-30yrs	14	7.4
	31-40yrs	64	34.0
	41-50yrs	43	22.9
	Above 50yrs	58	30.9
	No response	7	3.7
	Total	188	100.0
Educational Qualification	NCE	62	33.0
	HND	6	3.2
	B.A/B.Sc./B.Tech	35	18.6
	B.Ed/B.A.Ed/B.Sc.Ed.	70	37.2
	M.A./M.A.Ed./m.Sc.Ed	9	4.8
	No response	6	3.2
	Total	188	100.0
Teaching experience	Less than 5yrs	17	9.0
	5-10yrs	54	28.7
	11-20yrs	39	20.7
	More than 20yrs	69	36.7
	No response	9	4.8
	Total	188	100.0
School taught	Primary	97	51.6
	Junior secondary	76	40.4
	Senior secondary	11	5.9
	No response	4	2.1
	Total	188	100.0

The instrument used in the study is a self-constructed questionnaire titled “*Teachers Awareness of Nigeria’s Educational Policy on ICT*”. It consists of two sections – A and B Section A collected information on participant demographics on one hand and their views on the use of ICT on the other while section B are made of items about different policy provisions of the Nigeria’s educational policy on ICT to which respondents are expected to indicate their level of awareness. The instruments have been earlier pretested on 30 teachers made up of an admixture of primary and secondary school teacher in a separate workshop centre. By so doing the instrument was validated and reliability (Alpha) value of 0.867 was obtained while the test-retest reliability yielded 0.812. The questionnaire were administered to the participant early on the third day of the workshop such that they would have been conversant with what is meant by ICT and then be able to properly attend to all the items over a period of 45 minutes. Respondents who needed more time were allowed to submit at the end of the day’s activity about 5hrs later. The data collected were analyzed using simple percentages, t-test and ANOVA.

3. RESULTS

Research Question 1: What is the level of the teachers’ awareness of Nigeria’s educational policy on ICT?

To answer this research question, the teachers’ responses to the section b of the questionnaire was scored in such a way that when they respond “Highly aware” to an item they are scored 2, but if the response is “Fairly aware”, they are scored 1 and 0 if they tick “Not aware”. The resulting scores for each respondent is then cumulated and used to build a measure of awareness. The resulting cumulative scores are now categorized in such a way that a cumulative score of 10 or less is used to depict “Complete ignorant”, when the respondent scores 11 to 20 , s/he is said to possess “poor level of awareness”, 21 to 30 is said to be moderate level of awareness while scores greater than 30 are said to belong to the category of “High level of awareness”. The awareness level is then given a descriptive analysis and the result is presented in Table 2.

Table 2: Teachers Level of awareness of Nigeria's educational policy on ICT

	Frequency	Percent
Completely Ignorant	9	4.8
Poor level of awareness	57	30.3
Moderate level of awareness	94	50.0
High level of awareness	28	14.9
Total	188	100.0

Table 2 shows the teachers' level of awareness of Nigeria's educational policy on ICT. It can be seen from the table that most of the respondents are just moderately aware of the policy. In fact a considerable proportion of the respondents (35.1%) are either completely ignorant of the policy or possess poor levels of awareness of the policy. Only 14.9% of the respondents were found to possess a high level of awareness of the country's educational policy on ICT.

Research Question 2: Does teachers' attendance at previous ICT workshops/ trainings have any difference on their awareness of the policy?

To answer this research question, the respondents' scores on awareness was subjected to a test of difference on the basis of whether or not they have previously attended such training/workshops in the past few years using a t-test statistic. The result is presented in Table 3

Table 3: Test of difference in teachers' awareness of the educational policy on ICT on the basis of previous attendance at such training/workshops

Attendance at previous workshop	N	Mean	Std. Deviation	df	t	p
Yes	60	23.3833	6.72736	178	0.388	0.699
No	120	22.9417	7.42389			

Table 3 shows the result of test of difference in teachers' awareness of the educational policy on ICT on the basis of previous attendance at such training/workshops. From the table, it can be seen that the t-value obtained in the test is 0.388 at $p = 0.699$. Since the p-value surpasses the 0.05 threshold, it can be concluded that there is no significant difference in the level of awareness of the respondents on the basis of whether they have attended such workshops/training in the past. This can be interpreted to mean that the previous training which some of this respondents attended had no significant influence on their awareness of the country's educational policy on ICT.

Research Question 3: What is the teachers' response to the ICT use parameters considered in this study?

To answer this research question, the respondents' responses to items 15 to 24 in the section A of the questionnaire were given a descriptive analysis and the result is presented in Table 4.

Table 4: Teachers' response to the ICT use parameters in their schools

		Frequency	Percent
Will you like to use computer in your classroom teaching?	No	6	3.2
	Yes	181	96.3
	No response	1	.5
	Total	188	100.0
Can you use your personal computer in your classroom teaching	No	48	25.5
	Yes	131	69.7
	No response	9	4.8

	Total	188	100.0
Do you have the ICT curriculum in your school?	No	105	55.9
	cant say	11	5.9
	Yes	69	36.7
	No response	3	1.6
	Total	188	100.0
Do you have computers for students' use in your school?	No	150	79.8
	Yes	35	18.6
	No response	3	1.6
	Total	188	100.0
If yes how many students are normally allocated to use one computer?	1	1	.5
	10	9	4.8
	15	2	1.1
	20	5	2.7
	30	6	3.2
	4	1	.5
	5	4	2.1
	All	1	.5
	Total	29	15.4
Are computers used for teaching other subjects in your school?	No	166	88.3
	cant say	4	2.1
	Yes	10	5.3
	No response	8	4.3
	Total	188	100.0
How frequently are students given ICT-based assignments?	Never	106	56.4
	Sometimes	47	25.0
	Always	15	8.0
	No response	20	10.6
	Total	188	100.0
Are computer skills taught in your school	No	88	46.8
	Yes	94	50.0
	No response	6	3.2
	Total	188	100.0
How will you rate your students' attitude to ICT	Repulsive	24	12.8
	Indifferent	38	20.2
	Enthusiastic	75	39.9
	No response	51	27.1
	Total	188	100.0
Do you have an email address?	No	132	70.2
	Can't say	4	2.1
	Yes	45	23.9
	No response	7	3.7
	Total	188	100.0

Table 4 shows the teachers' response to some ICT use parameters considered in this study. From the table it can be seen that generally, virtually of the teachers sampled (96.3%) like to use ICT in their daily classroom teachings and mostly (69.3%) indicated that they could use their own (personal) computer system for this purpose. However, only 36.7% indicated that they have the National Computer Education Curriculum (NCEC) in their schools and only 18.6% have computers for students' use. Out of these, only 0.5% of the respondents reported that their schools have one computer for 1, 4 or 5 student(s) while 2.7% indicated that 10 students make use of one computer in their school and 3.2% indicated that 20 students make use of one computer. In fact, another 0.5% indicated that in their school, there is only one computer for all the students. Also 88.3% of the International Journal of Computing and ICT Research, Vol. 6, Issue 1, June 2012

respondents claimed that computers are not used for teaching other subjects apart from computer literacy. Most of the respondents (56.4%) reported that they never give students ICT-based or related assignment but despite that, a good percentage (39.9%) of their students commonly demonstrate enthusiastically positive attitude towards the use of ICTs for learning.

Research Hypothesis 1: There is no significant influence of the respondents' perceived level of ICT skills on their awareness of the country's educational policy on ICT

To test this hypothesis, the respondents' scores on awareness was subjected to a test of difference on the basis of their perceived level of ICT skills using ANOVA. The result is presented in Table 5

Table 5: Test of influence of the respondents' perceived level of ICT skills on their awareness of the country's educational policy on ICT

	Sum of Squares	df	Mean Square	F	p
Between Groups	390.314	2	195.157	3.845	.023
Within Groups	9084.703	179	50.753		
Total	9475.016	181			

Table 5 shows the result of the test of influence of the respondents' perceived level of ICT skills on their awareness of the country's educational policy on ICT. From the table it can be seen that the F-value obtained is 3.845 at $p = 0.023$. Since the p-value fails to attain the 0.05 level of significance, the hypothesis stands disconfirmed and it can be concluded that there is a significant influence of the respondents' perceived level of ICT skills on their awareness of the country's educational policy on ICT. The researchers explored the source of the difference in the respondents' awareness level on the basis of their perceived level of ICT skills. Consequently, a multiple comparison test was conducted via Tukey HSD. The result is presented in Table 6.

Table 6: Multiple Comparison test via Tukey HSD

(I) a9	(J) a9	Mean Difference (I-J)	Std. Error	p	95% Confidence Interval	
					Lower Bound	Upper bound
Poor	Fair	-1.00431	2.68684	.926	-7.3543	5.3457
	Very good	-3.90086	2.60415	.024	-10.0554	2.2537
Fair	Poor	1.00431	2.68684	.926	-5.3457	7.3543
	Very good	-2.89655(*)	1.14567	.033	-5.6042	-.1889
Very good	Poor	3.90086	2.60415	.024	-2.2537	10.0554
	Fair	2.89655(*)	1.14567	.033	.1889	5.6042

* The mean difference is significant at the .05 level.

Table 6 shows the result of a multiple comparison test to locate which of the groups significantly differ from each other in their level of awareness and on the basis of their perceived level of ICT skills. It can be seen from the table that the mean difference between those who rated themselves as "very good" and "fair" is high and significant in favour of the "very good" group (Mean difference = 2.89, $p = 0.033$). However, difference exists between the "Fair" group and the "poor" group but the difference is not significant.

Hypothesis 2: Teachers awareness of the country's educational policy on ICT will not significantly influence ICT use in Oyo state schools

To test this hypothesis, different parameters of ICT use in Oyo state were subjected to a test of difference via ANOVA and the result is presented in Table 7

Table 7: Difference in ICT use parameters on the basis of teachers' level of awareness of educational policy on ICT

			Sum of Squares	df	Mean Square	F	Sig.
a15	Will you like to use computer in your	Between Groups	.144	3	.048	1.546	.204

	classroom teaching?	Within Groups	5.664	183	.031		
		Total	5.807	186			
a16	Can you use your own personal computer in your classroom teaching	Between Groups	2.577	3	.859	4.618	.004
		Within Groups	32.551	175	.186		
		Total	35.128	178			
a17	Do you have ICT curriculum in your school?	Between Groups	2.255	3	.752	.826	.481
		Within Groups	164.739	181	.910		
		Total	166.995	184			
a18	Do you have computers in your school for students' use?	Between Groups	1.141	3	.380	.612	.608
		Within Groups	112.373	181	.621		
		Total	113.514	184			
a20	Are computers used for teaching other subjects in your school?	Between Groups	.248	3	.083	.358	.783
		Within Groups	40.552	176	.230		
		Total	40.800	179			
a21	How frequently are students given ICT-based assignments?	Between Groups	3.772	3	1.257	3.035	.031
		Within Groups	67.937	164	.414		
		Total	71.708	167			
a22	Are computer skills taught in your school?	Between Groups	7.963	3	2.654	2.718	.046
		Within Groups	173.839	178	.977		
		Total	181.802	181			
a23	How will you rate your students' attitude to ICT?	Between Groups	3.742	3	1.247	2.175	.094
		Within Groups	76.273	133	.573		
		Total	80.015	136			
a24	Do you have an email address?	Between Groups	4.409	3	1.470	1.989	.117
		Within Groups	130.773	177	.739		
		Total	135.182	180			

Table 7 shows the result of test of influence of teachers' awareness of the country's educational policy on ICT use in Oyo state schools. From the table it can be seen that it has significant influence on only three of the ICT use parameters considered in this study. Teachers' awareness was found to influence the use of their personal computers in their classroom teachings, how frequently the students are given ICT based assignments, and ability of the teachers to teach computer skills.

4. DISCUSSION

In terms of the implementation of educational reforms, teachers have been described as indispensable stakeholders that need to be consulted and involved in the formulation and implementation of any reform policy (Yusuf, Ajidagba, Yusuf, Olumirin, Ahmed, Daramola, and Oniyangi, n.d.). In fact, research has established the fact that it is the actual level of teachers' awareness about an ICT policy that determines its integration for use in education (Tondeur, Van Keer, van Braak and Valcke, 2008) and Sang, Valcke, van Braak, Tondeur & Zhu (2011) found evidence that teachers' perception of an ICT school policy is a mediating variable in classroom use of ICT. Consequently, research question 1 was posed to determine the level of teachers' awareness of Nigeria's educational policy on ICT. The results shows that only a small percentage of the respondents were found to possess a high level of awareness of the country's educational policy on ICT, in fact, a considerable proportion of the respondents (35.1%) were found to be either completely ignorant of the policy or possess poor levels of awareness of the policy. This is consistent with what Ololube, Ubogu and Ossai (2006) found among lecturers that most of them do not know about the IT policy in Nigeria and hence cannot focus any of their teaching towards the goal of the policy as the teaching curriculum does not instruct so. Testing the first hypothesis however showed that respondents' awareness of the country's educational policy is influenced by how the respondents' perceive their ICT skills, with those who perceived themselves as very good being more aware of the policy.

The Nigerian government in its bid to ensure a diffusion of the ICT innovation into the nooks and crevices of its educational system therefore organizes workshops and training for teachers across its education system either as a sole sponsorship, in partner with donor agencies, international development concerns, NGO and so on. It is

expected that these workshops, apart from developing the requisite computer skills in the teachers, will also acquaint them with the necessary awareness of the government policy concerning ICT use in schools. Consequently, the second research question was posed to find out if teachers' attendance at previous ICT workshops/ trainings would have any influence on their awareness of the country's educational policy on ICT. The results indicated that the previous training which some of these respondents attended had no significant influence on their awareness of the country's educational policy on ICT.

Research question 3 was targeted at finding out how ICT is being applied in the classrooms of the schools from which the participants in this study were invited. Their responses indicated that ICT is not available in most of the schools in agreement with the findings of Adomi and Kpagban (2010), that computer is not part of classroom technology in more than 90 percent of Nigerian public schools. Where it exists, its use can be described as gross misuse where up to 20 students are allotted to one computer system or just one computer is available for all the students in the school. Consequently, such computers cannot be used for teaching other subjects apart from computer literacy as indicated by the respondents. Also teachers were not able to give students ICT-based or related assignments. However, a good percentage (39.9%) of their students commonly demonstrate enthusiastically positive attitude towards the use of ICTs for learning. To determine if the respondents' level of awareness of the county's educational policy affects the classroom use of ICT for teaching and learning, the hypothesis 2, the results confirmed that it has significant influence on three of the ICT use parameters considered in this study. Teachers' awareness of the policy was found to influence the use of their personal computers in their classroom teachings, how frequently the students are given ICT based assignments, and ability of the teachers to teach computer skills. It did however not affect teachers rating of the students' attitude to the use of ICT in the classroom.

5. CONCLUSION AND RECOMMENDATION

Given the acclaimed importance of ICTs to teaching and learning, the attendant effort of the Nigerian government to draw up a National Education Policy on ICT and the expressed influence of awareness of such policy on its implementation, there is a need to improve Nigerian teachers' awareness of any education reform policy and in particular, as it affects ICT in education. Future training, workshops or seminars designed for teachers across the levels of the Nigerian educational system should include the awareness, knowledge and understanding of this educational policy. It is expected that if the teachers are fully aware, they will be able to guide their learners to take full advantage of the provisions made by government, public spirited private individuals and Non-governmental organizations.

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