



ICT Needs Assessment for Teaching and Learning of English Language in Junior Secondary Schools in North Central Nigeria

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ABSTRACT

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The study assessed ICT needs for the teaching and learning of English language in Junior Secondary School in North Central Nigeria. A quantitative and qualitative survey design (mixed methods procedure) was used for this study. A well structured questionnaire was used to collect information from a sample population of 3,300. Prior to this, pilot study was carried out for reliability of instruments for data collection with relevance statistical packages. The data collected from this study were scored, coded and analyzed using frequency counts, percentages and descriptive statistics was used to present and interpret the results. Qualitative methods involved the use of oral interview questions to collect data from 12 purposively selected student respondents. From the findings of the study, the following recommendations were made: A certificate in computer and ICT literacy should be part of minimum qualification for the teaching appointment for junior secondary schools teachers in North Central Nigeria, teachers and learners should be empowered to procure computers for personal use through loans from co-operative societies, banks and the government. A supervisory body that should monitor utilization of ICT facilities by teachers during lesson delivery should be set up by the basic school management.

Keywords:

ICT, Needs Assessment, Resources and Utilization

INTRODUCTION

The Federal Government of Nigeria initiated a reform agenda and took some important decision that gave prominence to the launching of the Universal Basic Education (UBE) programme in 1999. So, funding of basic education programme for the purpose of achievement of the goals of Education for All (EFA), Millennium Development Programme (MDG) and National Economic Empowerment and Development Strategy (NEEDS) becomes a sole responsibility of the government. These goals place emphasis on job creation, wealth generation, poverty alleviation, employment of the citizens through education and value re-orientation (Obioma, 2009).

The UBE programme was formally launched in Sokoto on 30th September, 1999 by the President Olusegun Obasanjo civilian administration with the intention to provide universal free, compulsory and functional education from primary to junior secondary school for the Nigerian children, aged between six and fifteen years, as stated in the National Policy on Education (NPE, 2004). The programme involves

six years of primary school and three years of junior secondary schools, culminating in nine years of uninterrupted basic schooling. Transition from one class to another is automatic but assessed through continuous assessment. The beneficiaries of UBE included less privilege children (children from poor homes), school dropouts and illiterate adults (Kurumeh & Imoko, 2008). This scheme is monitored by the established Universal Basic Education Commission (UBEC) by act of the National Assembly as a way of ensuring the proper implementation of achievement of the specific objectives of the programme. It is the responsibilities of this commission to co-ordinate the activities of the programme throughout the first nine years “gestation period” from 2001 to 2009 and beyond (Yusha’ U & Galadima, 2008). Teaching and learning of language is one of the core subject areas in Basic Education.

Language is defined by Longe (2006:19) as “a system of arbitrary vocal symbols by means of which human beings cooperate”. This implies that language occupies an important position in human societies. It is in view of this that the Federal Republic of Nigeria (2004) provided a soft ground for “National Language Policy”. Accordingly, in appreciating the importance of language in the educational process, and as a means of preserving the people’s culture, the government considers it to be in the interest of national unity that each

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child should be encouraged to learn one of the three major languages other than his own mother tongue. In this connection, the government consider the three major languages in Nigeria to be Hausa, Igbo and Yoruba, and English is the lingua-franca.

English language is a world language, spoken as first language in Britain and America. It is also spoken as second language in many more countries of the world as a result of colonization (Gbenedio, 1996). That is, the countries under British colonies where English is spoken. They include Caribbean countries, (Jamaica, Trinidad& Tobago, Barbados, Puerto Ricoetc); the Anglophone African countries, (Nigeria, Ghana, Zimbabwe, Zambia, Kenya etc); countries of Indian sub-continent (India, Pakistan, Sri Lanka, Malaysia, Hong Kong, the Philippines etc), and countries of Pacific region (Papua, New Guinea, Fiji etc).

In Nigeria, the role of English is quite important, especially, since the challenge of multiplicity of languages is acute. The importance of English language is so acutely felt that it has remained a compulsory school subject and a pre-requisite for further education. Without a pass at the credit level, one cannot aspire to advance further in the country's educational ladder. So, also, English language remains the official language of communication, commerce, technology, diplomatic functions and administration, law, politics and science in Nigeria.

It follows therefore that English language is relevant to all disciplines when students choose their course of study, which consequently culminate in what becomes their future career. Thus, it is expected that advancement in technology vis-à-vis Information and Communication Technology (ICT) should be based on an improved standard of the use of English language.

The term information and communication technology encompasses computers, ancillary equipment, software and firmware (hardware) and similar procedures services (including support services) and related resources. It includes any equipment or interconnected system or sub system of equipment, storage, manipulation, management, control, display, switching, interchange, transmission or reception of data or information (Oania, 2013). ICT refers to the technology and gathering, storing, retrieving, editing and disseminating information in diverse forms. This includes radio, television, videos, computers, sensors, interfaces, boxes, email, satellite connections, internet and all the software and materials which are employed by teachers for teaching and learning.

Ossai and Nwalado (2010) defined Information and Communication Technology (ICT) as the technology that deals with the study, design, development, implementation, support and management of computer-based information system that is used to acquire, convert, store, protect, process, distribute and retrieve information according to the user's request. It was in this regard that Tonner (2004) considered

ICT as a key skill, a resource and discipline. In essence, Njoku (2006) observed that ICT is the only gate way to modern information skill and orientation. ICT authorities were quick to warn that any individual or organization that is out of internet is far away from the world of information superhighway (Ogonna, 2013). ICT, has the potential of management of current global challenges because it helps to expand access to education, improve the quality of education in several ways such as, motivation to learn, facilitating the acquisition of basic skills, enhancing teacher training and preparation of individuals for the workplace.

It was added by Igun and Adogbeji (2007) that the use of Information and Communication Technology (ICT) tools of which mobile technologies appears to be the most widely adopted, has the potential to facilitate information access, enhance study habits, accelerate academic success by making information easily available and improve managerial and professional skill. They however noted that lack of technology infrastructure such as computers and internet connectivity is one of the major problems affecting student's study habits in Nigeria educational institutions.

The government of Nigeria has recognized the urgent need to develop the National Information Infrastructure (NII) for access into the Global Information Infrastructure (GII) for Nigeria to be part of Global Information Society (GIS). In view of this, a workshop was held on Information Technology policy in March 2000 to bring together all major stakeholders in Information Technology Policy in order to develop IT policy framework. Professional bodies, such as the Computer Association of Nigeria (COAN); Information Technology (industries) Association of Nigeria; the software professional bodies and others submitted proposal to the Federal Ministry of Science and Technology (FMST) on a National IT Policy. A national committee was established by the Federal Ministry of Science and Technology (FMST) to consider all documents available and produced the draft, on IT Policy at the end of the January 2001 and the implementation was approved by the Federal Government in March 2001. The implementation of the IT Policy in Nigeria commenced with the establishment of the National Information Technology Development Agency (NITDA) in April 2001. Nigeria had a plan to roll-out the fifth generation (5G) network technology in order to be able to stay in line with the global innovation curve as a nation.

The development has necessitated a change in instructional delivery systems for the teaching and learning English language in basic schools in Nigeria. There are handful of reports and case studies on computer, internet and Information Technology (IT) uses among the junior secondary schools students in Nigeria.

Finally, ICT explosion and media technology development in the institutions of learning in Nigeria has drawn the attention of global and regional language development experts to the need for technology integration in

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the teaching and learning of English language. Thus, this study is based on the ICT Needs Assessment for Teaching and Learning English language in Junior Secondary Schools in North Central Nigeria. The questions is how far is the laudable government proposal is being implemented in some selected junior secondary schools in North Central Nigeria? Are ICT facilities actually available and utilized in teaching and learning? What are the constraints of utilization of ICT resources in teaching and learning of English language in basic schools in North Central Nigeria? How well are the teachers equipped with the requisite knowledge of ICT?

Statement of the problem

The subject areas that are taught at the level of Universal Basic Education in Nigeria include among others, such subjects as, The Introduction to Computer and Computer Appreciation. The course content is usually theoretical based and doesn't largely provide hand on training on computer software applications. Therefore, it becomes a problem for most of the basic school students who are not exposed to computer-based learning system to benefit from technology driven learning system.

There is also the controversy that the field of education has been affected by ICT which have undoubtedly affected methods and techniques of teaching, learning and research (Yusuf, 2005). ICT explosion and media technology development in Basic education sector has drowned the attention of global and regional regulatory bodies in education to the need for technology integration in Basic Education sector. Despite this, the recommendations of the global bodies under ICT domain are yet to be met. These problems have a lot of implications for the basic education students in Nigeria. Hence, the need for this study is very important in order to unveil the causes, effects and suggestive solutions of the problems militating against the uses of ICT in the teaching and learning of English in Junior Secondary Schools.

Objectives/Purpose of the Study

The purpose of this study is to investigate the extent to which ICT resources are integrated into the teaching and learning of English Language in Junior Secondary Schools in North Central Nigeria. Specifically, the study sought to:

1. Assess teachers' perceived proficiency of using ICT resources in the teaching of English language.
2. Identify the types of ICT resources available to English language teachers in content delivery in Junior Secondary School in Nigeria.
3. Find out the state of electricity supply in schools.
4. Find out teachers' attitude towards utilization of ICT resources in teaching of English language in schools.

Scope

The study is confined to Junior Secondary Schools in North Central Nigeria. This is one of the six geo-

political zones in Nigeria. This geo-political zone consists of six States out of the 36 States in Nigeria. The States are Kogi, Kwara, Niger, Benue, Nasarawa and Plateau States. The study will assess the availability and utilization of ICT resources in the use of English language in the zone.

Research Questions

The following research questions guided the study:

1. What are the computer /ICT literacy level of the teachers involved in teaching and learning of English language?
2. Are the ICT resources needed for teaching and learning available?
3. How stable is the supply of electricity to schools?
4. What is the attitude of teachers towards utilization of ICT resources during teaching and learning of English language lessons?

LITERATURE REVIEW

Theoretical Framework

Language teaching often called human language technology (HLT), studies methods of how computer programmes or electronic devices can analyze, produce, modify or responds to human text or speech.

Technology can be one of the ways of creating real and enjoyable atmosphere for young language learners and increase their language awareness when it is used correctly. Technology also lets young language learners gain language skills outside the classroom when they interact actively. Technology enables teacher to adopt classroom activities, thus enhancing the language learning process. It discussed different attitudes which support English language learners to increase their learning skills through using technologies. Technology with language learning resources afforded audiences all over the world the means to promote language development.

This study is hinged on the Technology Acceptance Model (TAM) proposed by Davis (1989). TAM, perceived ease of use, perceived usefulness and perceived benefits/satisfaction as importance of technology. According to Davis (1989), the perceived ease of use on one hand describes the degree to which a student sees technology as being free effort. On the other hand, perceived usefulness expresses the degree to which a student sees technology as contribution to his/her academic performance. Perceived satisfaction is used as indication of students' attitudes towards using a technology. Lu and Chiou (2010) had earlier considered perceived satisfaction as a key area of students' attitude towards e-learning. Cheng (2014) highlighted three essential elements that could be used to successfully measure user's perceived satisfaction in using a new technology, namely; user's comfort, enjoyment and decision to re-use in the future. The measurement items used in relation to perceived satisfaction

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were therefore linked to students' enjoyment of using IMTP, their general feelings about present and future use of IMPT and comfort in using the technology for learning.

Review of Related Empirical Studies

Firstly, technology has been said to be a potential power to accelerate, enrich and deepen basic skills in children (Salpeter, 1999). A study conducted by the University of Michigan compared the use of computers for basic skills instruction with paper and pencil approaches and found increase of 10 to 15 percent in the computer-using group.

Secondly, Lermke in Salpeter (1999) asserted that "technology can be great tool for motivating and engaging students. Brain study shows that if students are engaged with computers, they learn better.

Thirdly, research has further shown that "technology activities have the potential to allow all the children to succeed. Children develop respect for each other because they realize that everyone can engage in technological activities. This fosters a nurturing learning environment. Fourthly, Lemke believes that technology can dramatically increase the viability of students in the work force. Workers fluent in technology will make the work place more effective, increase productivity and help ensure America's competitiveness in a global economy (Slapeter, 1999).

Moseley, (1999 at UNESCO, 2004), in a study of primary school teachers known to be achieved either average or above average gains on measures of relative attainment by pupils, that focused on pedagogy using ICT. Observations showed that the most successful teachers were those who used examples and counter examples and involved students in explaining and modeling in the class. Teachers who favoured ICT were likely to have well-developed ICT skills and to see ICT as an important tool for learning and instruction. They were also likely to value collaborative working, inquiring and decision making by students. Teachers' pedagogical approaches are in turn affected by a number of key factors. First, they are affected by knowledge about their own subject. There is a clear distinction between teachers who choose ICT resources to fit within a particular topic and those who choose resources merely to present pupils' work in a new way, without any direct application to the topic. The evidence shows that when teachers use their knowledge in both the subject and also how students understand the subject with their use of ICT have a more direct effect on students' attainment. Cox, (1999) report findings of a small project funded by the Teachers Training Agency and Oracle through the Miranda Net project, set up to investigate the factors which have contributed to the continuing use of ICT by experienced ICT teachers in their teaching. Evidence has been collected through a literature search, teacher questionnaires, teachers' reports and interviews. The factors which were found to be most important to these teachers in their teaching were: making the lessons more interesting, easier, more fun for them and their

pupils, more diverse, more motivating for the pupils and more enjoyable.

Gray and Souter (2004) in a study of Secondary science teachers use of ICT conducted in America focuses on the data from one aspect of the use of ICT in secondary subject areas, and the perceptions of teachers in these areas. A comparison of science teachers' perceptions is made by teachers from difference disciplines.

The responses of biology teachers could be analyzed, but, the numbers in the study were quite small. So, a general view is taken across the three science disciplines of biology, chemistry and physics. Examination of the data indicated that, relative to other subject teachers, science teachers came out positive with regard to use of and confidence in ICT. However, in absolute terms,, although the availability of computing facilities was reportedly quite high, the actual level of use was quite low.

In addition, where level of use was higher, it was with regard to a rather narrow range of applications, particularly word-processing. In addition, little was reported in the way of pupil use of ICT in science classes. Although there appeared to be an awareness of the potential for ICT in science, teachers indicated that they did not see the introduction of ICT radically changing the way in which teaching took place, nor changing the teacher-student relationship. Science teachers were reasonably confident in their use of ICT but felt that they needed much more in the way of support and professional development to maximize their use of ICT in the classroom.

The Gordon University Aberdeen (2004) in a study conducted in Scotland on teacher's ICT skills and knowledge need reported that the use of ICT is relatively low and is focused on a fairly narrow range of ICT. Word processing is the predominant use made of ICT in primary and secondary schools. There is some use of externally produced educational software in both sectors and secondary teachers tend to use a broader range of generic packages such as spreadsheets and desktop publishing (DPT) than the primary teachers. There is very little use of the internet and World Wide Wave or e-mail by either primary or secondary teachers, despite the fact that the majority of secondary schools have access to the Internet. Resources such as video conferencing and network computer conferencing are rarely used.

The study further revealed that secondary teachers use ICT primarily to support classroom practice; post secondary teachers use it as much or more for professional development and personal use as in the classroom. Teachers are using ICT throughout the curriculum but use and attitude vary in secondary schools between subject areas. Mathematics and science teachers use ICT relatively little while, amongst non-computing teachers, ICT are used mostly by teachers of business and management subjects. Having reviewed relevant

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literature on this study, the focus still remains to examine the ICT Needs Assessment for the teaching and learning of English language in JSS in North Central Nigeria.

METHODOLOGY

The quantitative and qualitative survey design (mixed methods procedure) was used for this study. Quantitative research here is concerned with how much or how many there is/are of a particular characteristic or item. On the other hand, qualitative methods involve the use of oral

interview questions to collect data from respondents. The type of mixed method is **the mixed method case study convergent design** (Creswell & Creswell, 2018).

Population

The population of the study is made up of 3,300 Junior Secondary School English teachers in 2,844 Junior Secondary Schools in the North Central Zone of Nigeria as obtained from State Universal Basic Education Board, of the six States. The table below presents the summary analysis of the teachers' population distributions according to the six states in the North-central zone.

Table 1: Population Distribution of English Language Teachers' according to States in North Central Nigeria.

S/N	STATES	NO. OF JSS	ENGLISH LANGUAGE TEACHERS		
			Male	Female	Total
1.	Kogi	514	310	304	614
2.	Benue	520	330	220	550
3.	Nasarawa	416	250	230	480
4.	Niger	530	320	280	600
5.	Plateau	504	324	260	584
6.	Kwara	360	240	232	472
	Total	2,844	1,774	1,526	3,300

Sample and Sample Techniques

The sample size was 120 Junior Secondary school teachers of mix sex, comprising of 70 males and 50 females randomly selected from 60 public schools out of 2844 public Junior Secondary Schools in North Central, Nigeria. A purposeful sampling technique was used to pick 12 students across the zone for the collection of qualitative data.

Instrumentation

For the purpose of this study a modified questionnaire tagged Teachers ICT usage survey from the ICT Survey Indicator for teachers and staff developed by both the UNESCO (2004) and ICT Teachers Survey developed by the New Zealand Ministry of Education (MINEDU) (1999) was adapted for data collection. The instrument will be designed under seven (3) different sections and harmonized in one single questionnaire; Section A required the respondents' bio-data, while Section B contains 18 items on "Assessment of availability, accessibility and utilization of ICT resources in content delivery among Teachers of junior secondary school in North Central, Nigeria".

A structured interview protocols were designed to collect information from the selected students. This was used to complement the use of questionnaire.

Validity and Reliability of Instrument

To ensure the effectiveness of the research instrument, face and content validity recommended by (Healley, 1993) was used. This was done by giving the instrument to experts in the fields of test and measurement to

vet. The experts advice was used to modify the instrument as the need arises.

To ascertain the reliability of the instrument, the data collected in the pilot testing was analyzed using the Cronbach's Alpha Reliability Coefficient (Fulekar, 2009). He stated that an instrument is said to be reliable when the reliability co-efficient can be approximated to one (1). The coefficient for this study was 0.765.

Procedure for Data Collection

The researcher visited all the sampled schools, interacted with the head-teachers, teachers and students and then administered and collected the questionnaire on same day with the support of research assistants. The researcher also recorded information on self structured interview protocols and organized information reported by the student participants on each question.

Analysis of Quantitative Data

The data collected from this study were scored, coded and analyzed using frequency counts, percentages and descriptive statistics to present and interpret the results. Frequency counts will be used to answer research questions 1-3

The results of the data analysis are shown on tables below according to the research questions.

Research Question One: What are the computer /ICT literacy level of the teachers involved in teaching and learning of English language in your school?

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Table 2: Level of Teachers’ Computer and ICT literacy.

S/N	Literacy issue	Frequency Response Yes	%	Frequency Responses No	%
1.	I possess a certificate in computer and ICT	36	30	84	70
2.	I have attended workshop/seminar on computer and ICT	120	100	—	—
3.	I can operate computer effectively	60	50	60	50
4.	I can access internet	82	68.3	38	31.7
5.	I have a personal computer	41	34.1	79	65.9

The above result shows that a greater percentage of teachers have no certificate in computer and ICT but 100% percent of them have attended workshop/seminar in ICT while 50% of the respondents can operate compute with 66.7% of them who are skillful to access internet. And 60%

of the teachers indicated that they can operate computer effectively as against the 40% that do not have a computer.

Research Question two: Are the ICT resources needed for teaching and learning available?

Table 3: Availability of ICT resources

S/N	ICT Resources	Frequency Response Yes	%	Frequency Responses No	%
1.	Computer/printers	80	66.7	40	33.3
2.	Interactive CD’s Offline CD ROMS	—	—	120	100
3.	Digital Audio	—	—	120	100
4.	Satellite connection	20	16.6	100	83.4
5.	Software Package E.G. Ms Word, Corel Draw, Programming packages – Visual Basic, Q Basic	40	33.4	80	66.6
6.	Online self learning package	4	3.3	116	96.7
7.	Internet	30	25	90	75
8.	E-mails	80	66.6	40	33.4
9.	Power point projector	5	4.1	115	95.9
10.	Optical fibre technologies	—	—	120	100

The results displayed by the above table shows that majority of ICT resources are not available. Apart from item one which scored above 83.4% of available resources, other items scored below 50%.

Research Question three: How constant/steady is electric power supply in your school?

Table 4: Electric Power supply in schools.

S/N	Supply of Electricity	Frequency Response Yes	%	Frequency Responses No	%
1.	My school is wired for electrification	42	35	78	65
2.	My school is connected with national grid	50	41.7	70	58.3
3.	My school pay her light bills regularly	10	8.3	110	91.7
4.	The supply of electricity is stable	—	—	120	100

Results from the table above revealed that 35% of the number of schools were wired for electrification while 65% were not. It also shows that 41.7% of the number of schools are connected with national grid. The result reveals further that 91.7% of the schools do not up-date the payment for the electric monthly bills. 100% of the responses disagrees with the steady and regular supply of electric light in the schools.

Research question four: what is the attitude of teachers towards utilization of ICT resources during teaching and learning of English language in your school?

In answering the research question four above, twelve students participants were interviewed across the purposively selected schools. They were asked to expressed their views and experiences on the following five themes under the research questions:

Analysis of Qualitative Data

The result of qualitative data is presented below

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Theme 1: do the teacher utilize Computer Assisted Instruction CAI package in the teaching of English language?

About eight students respondents had this to say: “*yes our English teacher utilizes computer assisted instruction in our class*”. The other four students were of different opinion when they stated that: “*we do not know what is computer-assisted instruction because our teachers do not use computer*”

Theme 2: what can you say about your teachers’ attitude towards utilization of ICT resources in teaching and learning of English? Six students responded that: “*our teachers had always come to class with lap-top computer and they used to make use of it*”. The remaining six had the same voice as this: “*our teachers are not having computer and they do not show interest in using the school computers*”.

Theme 3: are you as student encouraged or advised by your teacher to enrolled yourself in computer training centers? Here we have about ten students who gave the following answer: “*yes, our teachers did encourage us to go for at least short computer training programme for us to be able to operate and utilize computer services*”.

Theme 4: do teachers present their lessons with power point? Four students respondents’ views on this go thus: “*our teachers sometime present their lesson in power points*”, while three respondents stated this: “*we do not know what it means by power point*” and the remaining five students open up with this: “*our teachers do not use power point at all*”.

Theme 5:when an assignment is given to you, did your teacher encourage you to write it with the use of computer? At this level all the students had this to say: “*yes, our teacher always encourage us to do our assignment with the use of computer and other internet facilities*”.

Based on the above responses, the researcher discovered that a good number of teachers utilized computer-assisted instruction. Just about 50% of the respondents are of the view that their teacher owned and use computers during classroom instruction. It was also discovered that the teachers used to encourage the students to key in with computer training programmes. Majority of the teachers in junior secondary schools in North Central Nigeria did not use power point in their instructional delivery. The result shows that students now apply computer in doing their assignment.

Findings

The following findings were made:

1. Majority of teachers are not computer and ICT literate
2. Majority of ICT resources for teaching and learning of English are not available and accessible to students.
3. Epileptic power supply and constitute a problem to effective utilization of ICT resources in teaching and learning of English language.

4. Teachers of English did not exhibit non-chalant attitude towards utilization of ICT resources in their lessons
5. Epileptic power supply constitutes a problem to effective utilization of ICT resources in teaching and learning of English language.
6. Teachers of junior secondary schools in this zone do not use power-point in their instructional delivery.
7. Students can now do assignment with the use of computer.

DISCUSSION

The study revealed that most teachers involved in the teaching and learning of English language in basic schools are not computer and ICT literate. This might be as a result of poor orientation and supervision. This findings agrees with the observations made by Uchendu and Ubah (2008), Stephen and Ebireri (2010) that most teachers are not yet computer literate. At another level, more than 50% of the teachers owned up that they cannot operate computer effectively.

This is in agreement with Poratan and Greed, (2000) observation that regardless of the level of training teachers have received, they still consider their skill insufficient. By implication, the chances of such teachers utilizing computer in teaching is very low.

The result from research question two revealed that computer and ICT literacy level of students is very low. This agrees with Rume’s (2010) observation which stated that most students are not computer and ICT literate. As for the result which reveals that majority of the students do not own personal computers, it is in the same line with notion held by Pervaton and Greed (2000) that access to computer is still seen as the major problem in most developing countries. This is a very serious problem because it hampers the potential of ICT in widening the access of educational opportunities.

In the area that affects teachers’ attitude towards effective utilization of ICT resource, the result was quite an encouraging one. This is because teachers were seen to have developed the zeal for the use of ICT resources in the discharge of their primary assignment. This result disagrees with the observation made by Ibidun (2010) that most teachers develop cold attitude towards utilization of ICT in teaching.

Furthermore, it was revealed that ICT resources needed for teaching and learning are not available. This constitutes a very serious constraints as observed by Uhendu and Mbah (2007). When ICT leaning package are not available, teaching and learning will be difficult.

Finally, it was part of the result of this study that there was no constant and steady power supply for the use of the available ICT resources. It is a known fact that the present state of electricity supply in the country is nothing to write home about. All ICT equipment/facilities depend solely on electricity to be functional.

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CONCLUSION

This paper has assessed constraints to effective utilization of ICT resources in teaching and learning of English language in Junior Secondary schools in North Central Nigeria. It has also unveiled the progress made so far in the use of ICT for the development of education in Nigeria. Much as it is agreed that no nation can grow beyond the knowledge/education of her teachers, then, for the miracle of ICT explosion and media technology development to have a smooth sailing in promotion of teaching and learning of English in our basic schools, the bulk stopped at the teachers table. Teachers needed to be well grounded in terms of ICT technical know-how for them to be able to inculcate the right training into the students. In order to actualize and realize basic education for all, the challenges of effective utilization of ICT resources, ICT and computer literacy level, and the current problem of electric power supply in the country should be effectively tackled.

RECOMMENDATIONS

The following recommendations were made:

1. A certificate in computer and ICT literacy should be part of minimum qualification for the teaching appointment for junior secondary schools in North Central Nigeria.
2. Teachers and learners should be empowered to procure computers for personal use through loans from co-operative societies, banks and the government.
3. There should be a supervisory body that monitor the utilization of ICT facilities by teachers during lesson delivery in basic schools.
4. College authority should create ICT centres and make it accessible to students.
5. Training and retraining of teachers in the field of computer and ICT should be given at regular intervals.
6. A state of emergency needed to be declared in power sector of Nigeria. The problem of electric power supply requires an urgent attention of the government for the teachers and students to be computer and ICT operation friendly.

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