Availability and Utilization of Instructional Media: A case Study of Public Secondary Schools in Nassarawa Local Government Area of Kano State

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Abstract

This study investigated the Availability and Utilisation of Instructional Media in Public Secondary Schools in Nassarawa Local Government Area of Kano State. The study cut-across all 26 public secondary schools in the study area. The major objectives of the study were to find out the Instructional media available in public secondary schools in Nassarawa L.G.A; to examine whether students are aware of the Instructional media in the schools; to determine how ICT facilities are utilized by staffsin the schools; and to identify the challenges associated with the utilization of Instructional media in the schools under the study. The study adopted qualitative research and employed a narrative-based research design. The study also adopted semi-structured interviews and observation as the instruments for data collection. The result of the study revealed

that; the schools acquire Instructional media such as desktops, printers, and speakers; it also identified that sources of the Instructional Media in the schools comprises of Government, Non-Governmental Organizations, School management, Parent-Teacher Associations, and Donations from community; the study also identified that instructional media are utilzed during practicals as well as keeping school records, during meetings, quizzes, and presentations, among others; it has also divulged that, challenges such as inadequate fund, lack of ICT facilities, insufficient power supply, were major barriers to the effective utilization of instructional media in the school studied. The study recommended that; all stakeholders including not limited to government agencies, professional bodies and associations and donor agencies, community-based associations, and individual philanthropists should provide adequate Instructional media for effective teaching and learning in Government Secondary Schools in Nassarawa Local Government Area of Kano State in this 21st century where the application of ICT in human endeavors is demanded.

Keywords: *Instructional Media, Availability, Utilization, Public Secondary Schools*

INTRODUCTION

Information and Communication Technology (ICT) is often associated with the most sophisticated computer-based technologies. According to Raji (2018), ICT is a generic term that refers to the technologies that are used to collect, store, edit and communicate information in various format. The use of ICT improves access to digital information, narrows down the digital divide and also improves the standard of living. Adoption of ICT in libraries is a way of improving on information services provided. This is an era, where people need to access timely information with ease, and this can only be done through the application of ICT. The world of today is characterized by revolutionary advances powered by Information and Communication Technology (ICT). The world is being reduced to a global village through the use of information and communication technology. ICT promotes national development and better relationship with other nations. Information and communication technology facilities are described as all the equipment available for the identification, generation, processing, storage, packaging, preservation, conservation, and sending of information, regardless of time and location challenges. In other words, Information and Communication Technologies are information-handling tools used for producing, storing, processing, distributing, and exchanging information. ICT facilities influence and affect people and corporate work life in one way or the other. These ICT facilities are all-encompassing in areas like technology, socialization, politics, economics, and education, for global transformation (Adomi and Kpangban, 2010).

the secondary education sector in Kano, much as in the rest of the federations, is patterned along the structural framework of the National Policy on Education which since 1981, has been the main reference point for the organization of education in the country. In Kano State, however, the structure is split into two broad sectors. The first, and main is funded by the State Ministry of Education and contains virtually all except 12 of the schools in post-primary education in the State. These schools are managed by the Ministry of Education and funded solely from the source. The second sector is the Science and Technical Schools Board, which receives direct funding from Budget and Planning to enable the board to manage the schools.

From 1999 to 2023 many more secondary school classrooms were built to absorb the increased intake into secondary schools. In the same period, over 260 new secondary schools have been established by the government and the communities across the State including those in the Nassarawa Local Government Area of Kano State.

STATEMENT OF THE PROBLEM

The field of Education has been affected by Information and Communication Technologies(ICTs) which has undoubtedly affected teaching, learning and research as they have potential to accelerate, enrich and motivate students to engage in their studies. Secondary school education has become more complex due to the increase in the number of students enrolment as well as the number of subjects being offered. Hence, for effective teaching and learning in the schools, adequate and up-to-date technology as instructional media should be provided to manage and handle the schools, as well as classroom activities so as to meet up with the current development of the 21ST Century. However, observations have shown that there are numerous problems faced by these secondary schools in Nassarawa Local Government area including lack of needed Instructional media in the schools, poor communication between the staff and students as well as lack Modern Instructional media. Therefore, this study is an attempt to determine the availability and utilization of Instructional media in secondary schools in Nassarawa Local Government Area, Kano State. This is necessary because the innovative use of ICTs in teaching and learning in most secondary schools in the Nassarawa Local Government Area seems not to be widespread.

RESEARCH QUESTIONS

1. What are the Instructional media facilities available in Secondary Schools in Nassarawa Local Government Area of Kano State?

2. How are ICT facilities utilized by students in Secondary Schools in Nassarawa Local Government Area of Kano State?

3. What are the areas of ICT application in Secondary Schools in Nassarawa Local Government Area of Kano State?

4. What are the challenges associated with the utilization of ICTs in Secondary schools in Nassarawa Local Government area?

LITERATURE REVIEW

Information can be seen as that which reduces uncertainties because it gives one clear vision of explanation and alternative choices. According to Nkechi (2011), the concept of information is very complex and difficult than ordinary meets the eye, it is evident in the various definition and attributes of the concept although information is as old as man, and that it affects and is affected by all aspects of human activities. The concept of information is seen as a way of interpreting or viewing a phenomenon. The researcher however conceptualizes information concerning students and teachers as a human phenomenon that involves individuals transmitting and receiving messages in the context of their possible actions capable of changing the external world which makes a difference. In summary, these definitions of information show that the concept of information means different things to different people depending on how they perceive it to be and their condition, but the most important phenomenon is that information is interdisciplinary that cuts across all angles of human endeavor be it academic, social, environment and health condition.

ICT is an acronym for Information and Communication Technology, is a generic term that refers to technologies that are being used for collecting, storing, editing and passing on information in various forms. ICT covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form (Yusuf, Bashir & Dare, 2013). Instructional media cover whatever the teacher uses to involve all the five senses of sight, hearing, touch, smell and

taste while presenting his/her lesson. (Azikiwe, 2015). They are tools intended to help the teacher to teach more effectively. They may be visual, audio, audiovisual as well as resources e.g Projectors, Computers, slides, Charts, Diagrams, Tape Recorders, Posters, Film Strips e.t.c. (Azikiwe, 2011). These media have now redefine the way almost everything is done and is a ready tool for all strata of society. To Danner (2013) education is the first and best key area which are all part of ICT application. The use of different instructional media has become inevitable for students in learning. By using such equipment, students, and teachers can retrieve required information within a short time. They also provides greater flexibility to adapt teaching and learning to meet the learners' cognitive and learning styles, offers learners the opportunity to work at their own pace. Betts (2011) affirmed that Instructional media can enhance the quality of learning where its use is tailored to lesson objectives and the needs of the learners. In schools where new technologies are used, students have access to tools that adjust to their attention span and provide valuable and immediate feedback for literacy enhancement, which is currently not fully implemented in the Nigerian school system (Mathew 2025). This is true for students of different ages and abilities and for learning in different curricular areas. Projector is another ICT device that is used in learning and teaching in Secondary Schools.

The ability to use computers effectively has become an essential part of everyone's education. Skills such as bookkeeping, clerical and administrative work, stocktaking, and so forth, now constitute a set of computerized practices that form the core IT skills package: spreadsheets, word processors, and databases (Reffell and Whitworth, 2002). New instructional techniques that use ICTs provide a different modality of instruments. For the student, Instructional use allows for increased individualization of learning. In schools where new technologies are used, students have access to tools that adjust to their attention span and provide valuable and immediate feedback for literacy enhancement, which is currently not fully implemented in the Nigerian school system (Emuku and Emuku, 1999 & 2000). Hence, ICT application and use will prove beneficial in improving the Nigerian educational system and giving students a better education. A technologically-advanced workforce will lead to ICT growth in Kano State Secondary Schools.

ICT resources available for learning in Secondary Schools include computers, printers, pads, multimedia speakers that can be connected to radio, modem, wireless devices, projectors, laptops, etc. The computer remains the key technology available for learning, this is because the key instrument to national and economic development is the computer and all the ICT resources

available for teaching and learning are computer-based. In other words, the ICT resources for teaching and learning are used with the aid of the computer. Computer Assisted Instruction (CAI) is an extremely effective ICT resource in teaching and learning. Ofoefuna (2007) refers to CAI as a program of instructional material presented using a computer or computer system. Tripathi, Dongre, and Jafri (2002) state that Computer Assisted Technology (CAI) is the use of computer in educational settings and most often refer to drill and practice, tutorials, or simulation activities offered either by themselves or as supplements to traditional teacher-directed instruction. He further stated that the use of CAI as a supplement to traditional teacher-directed instruction produces achievement effects superior to those obtained with traditional instruction alone. This is true for students of different ages and abilities and for learning in different curricular areas. Projector is another ICT device that is used in learning and teaching in Secondary Schools. A projector is an optical device that projects a figure or picture onto a surface. The surface is usually light in color and it may be a projection screen, white screen, or sometimes a wall. Projectors are used in the schooling area for describing a topic. With the aid of a projector, students can easily learn. For example, a projector could be used to demonstrate a presentation on a big screen so that each one in the sitting area (a classroom) can see it. Projectors can produce either still images like slides or moving images like videos.

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One cannot overestimate Instructional media utilization in everyday activities of the school. Nwosu (2012) who carried out a study on principals' record keeping and their administrative competence in secondary schools in Taraba State, found that principals' use of a phone for record purpose significantly relate to their administrative competence. The findings of the study, the result showed that principals' administrative competencies are dependent on the effective use of a computer, laptops, phones, and palmtops towards the realization and the attainment of record keeping in schools. Nwosu (2012) equally reiterated that the use of ICT facilities for recordkeeping assisted the school principal to meet the task of school management in the areas of curriculum and instruction, school-community relationships, and school business operations. Peretomode (2016) saw a record as an account in writing or other permanent forms,

serving as a memorial or authentic evidence of facts or events. It is regarded as information handed down or preserved. The school record consisted of all the books and files or other documents containing information relating to what went on in a school, who was in the school as well as what types of property the school owned. Records keeping as well as its administration is a vital responsibility of school principals because of the indispensable role that records play in effecting the day-to-day operations as well as those affecting long-term politics. School administrators rely on information that is on records. For effective utilization of information, there should be a proper system of storing and retrieving data when needed. School principals must ensure that all the data necessary for effective decisionmaking and communication are available and up to date. The utilization of ICT resources for admission processes in secondary schools is the use of computers and other ICT resources in the process of admitting new students. It ranges from publicizing admission for a particular academic year, purchase of admission forms and script grading, and admission shortlisting through Etransacts and other registration processes. According to available literature, this is a welcome development that saves much stress on the side of teachers and (principals), enriches the experience of ICT in online registrations, and also brings about satisfaction. It fosters efficiency of the processes which will enable the institution to actualize its aim effectively. As reported by ICT solutions (2015) online bulletin on the use of ICT in students' admission into institutions, the following application procedure serves to encourage the smoothness and effectiveness of the process. Open online admission, Collect candidate applications through the web portal, Collect application fees, Review applications, and Notify admission status. These processes enable the school to meet up with global processes with ease. It also encourages the internationalization of secondary school education by allowing enrolment by international students without distance and time barriers. These processes also bring the students closer to the use of computers and the internet which serves to improve their overall computer utilization efficiency.

Marmar and Madhu (2013), the use of ICT in students' admission management is relatively common and this serves to bring about convenience on the side of students and that of management. For instance, beginning with admission notification on the net/website, call for online application, processing, fee transaction, and admission confirmation can all be done with the use of the internet and school website. These services can help the school to increase

transparency and accountability. The services can also facilitate students' support and respond to many queries without the time and distance constraints.

RESEARCH METHODOLOGY

For this study, the researcher employed a qualitative research methodology. Qualitative research methodology according to Gay (2016) "collects non-numeric data to gain insights into the phenomenon of interest, it aimed at gaining a deep understanding of a specific organization or event, rather than surface description of a large sample of population". The choice of qualitative research methodology for this study was justified by its characteristics to allow interviewing the small non-random sample and gathering verbal data, which often provides comprehensive and holistic results rather than precise, narrow, or reductionist. It was also considered fit for this study because it provides detailed and rich information that will contribute to an in-depth understanding of the Government Secondary Schools in Nassarawa Local Government Area of Kano state. A narrative-based qualitative research design as well as Covert observation was adopted which according to Czarniawska (2014) is the process of gathering information through storytelling after which the researcher then writes and narrates the experience. However, the narrative method of inquiry is not without its associated shortcomings because researchers represent narratives as if they were authentic, and sometimes the participant does not speak the truth. Despite its shortcomings, the researcher found it the most relevant and most appropriate design to collect relevant data for this study. Similarly, the narrative-based design was found suitable for the present study because the participants will narrate their experiences, knowledge, and understanding of their workplace, and the researcher will use it to gather such stories as data for analysis because such method can "Give Voice" and validates the experiences of people using particular services.

Overt observation has also been used because in this case sample group members are likely to behave naturally with positive implications on the authenticity of research findings.
An interview guide was designed to collect data from Principals/ Vice Principals of Secondary Schools in Nassarawa Local Government Area of Kano State. The contents of the interview guide are designed to elicit information on the availability and utilization of ICT facilities and e-resources in Secondary Schools in Nassarawa Local Government Area of Kano State. The data was collected from the respondents using the manual as well as an electronic device which is

(writing and phone recording). This is assumed to enable the researcher to gather, observe and collect relevant data in form of narratives thereby creating an interactive session with the respondents.

THEME 1: Types of Instructional Media available in the Government Secondary Schools in

Nassarawa Local Government Area of Kano State

THEME 2: How are the ICT facilities utilized in the Schools

THEME 3: In which other Areas are ICT facilities utilized in the Schools.

THEME 4: Challenges militating against the effective Utilsation of Instructional Media in the Schools

Result and discussion of findings

Table 1: Information about the Participants

S\N	Name of The School	Gender	Years of Working Experience	Rank of the Participant\Highest Qualification	Date and Time of the Interview
1	GASS GIGINYU	FEMALE	17years	ASSISTANT DIRECTOR\B.SC	30/01/2024 09:0609:14am
2	GASS LIMAN DATTI	FEMALE	19years	PRINCIPAL\B.SC	01/02/2024 10:3210:43am
3	GSISS DAKATA	MALE	20years	PRINCIPAL\B.SC	31/01/2024 12:01-12-10pm
4	GSS GWAGWARWA	MALE	20years	PRINCIPAL\B.SC	03/02/2024 11:1011:22am
5	GSS HOTORO	FEMALE	18years	V. PRINCIPAL\B.SC	02/02/2024 10:3210:39am
6	GSS KAURA GOJE	MALE	19years	PRINCIPAL\B.SC	06/02/2024 9:309:39am
7	GSS KAWAJI	MALE	21years	PRINCIPAL\M.SC	31/01/2024 10:37-10-41am

8	GSS MAGWAN	FEMALE	18years	DIRECTOR/B.SC	06/02/2024 10:4210:51am
9	GSS SUNTULMA	MALE	17years	V. PRINCIPAL\B.SC	07/02/2024 10:2210:31am
10	GSS TARAUNI	MALE	20years	DIRECTOR/BSC	30/01/2024 11:3311:40am
11	GGSS TUDUN WADA	MALE	21years	ASSISTANT DIRECTOR\M.SC	09/02/2024 09:3009:39am
12	GGASS GAMA	FEMALE	18years	DIRECTOR/MSC	09/02/2024 01:0201:12m
13	GGASS HOTORO MASJID	FEMALE	18years	PRINCIPAL\BSC	02/02/2024 10:5311:01am
14	GGASS HOTORO NORTH	MALE	18years	V.PRINCIPAL/MSC	02/02/2024 11:0911:21am
15	GGASS KAWAJI	MALE	22years	V.PRINCIPAL\BSC	31/01/2024 10:08-10-20am
16	GGASS T/MURTALA	MALE	15years	V.PRINCIPAL\BSC	07/02/2024 11:3611:45am
17	GGASS YANKABA	FEMALE	21years	PRINCIPAL\BSC	10/02/2024 10:1510:25am
18	GGISS GWAGWARWA	MALE	17years	V.PRINCIPAL\BSC	14/02/2024 09:0309:13am
19	GGSS BADAWA	MALE	20years	DIRECTOR/BSC	10/02/2024 12:2512:39pm
20	GGSS DAKATA	FEMALE	20years	PRINCIPAL\BSC	31/01/2024 11:16-11- 21am
21	GGSS DANGANA	MALE	18years	V.PRICIPAL/MSC	14/02/2024 10:1810:29am
22	GGSS GIGINYU	MALE	19years	ASSISTANT DIRECTOR/MSC	30/01/2024 09:5810:06am

23	GGSS HOTORO SOUTH (MASALLACHI)	MALE	20years	VICE PRINCIPAL/BSC	02/02/2024 12:2512:35am
24	GGSS MAGWAN	MALE	18years	V.PRONCIPAL/BSC	06/02/2024 12:3312:42pm
25	GGSS TARAUNI	MALE	22years	PRINCIPAL\MSC	30/01/2024 12:5501:01pm
26	GGSS TOKARAWA	MALE	17years	ASSISTANT DIRECTOR/BSC	14/02/2024 12:2112:32pm

The above table presented the personal data of the respondents or rather participants of the interview. The table reveals the number of participants which is twenty-six (26). The table equally shows the Names of the Schools where the interview took place.

The table also shows the gender of the participants which reveals that Eighteen (18) are Male and Eight (8) are Female. It indicates that out of the twenty-six (26) Participants, Nineteen (19) are degree holders (BSC) Seven (7) obtain Masters Certificate (MSC) and they had 15-22years of working experience. This shows that all the participants had adequate qualifications that qualify them to serve as respondents in the study. The table further shows the rank of each participant as seen above and equally, it showed the exact date and time in which each of the interviews was conducted by the researcher.

TYPES OF INSTRUCTIONAL MEDIA AVAILABLE IN GOVERNMENT SECONDARY SCHOOLS IN NASSARAWA LOCAL GOVERNMENT AREA.

To rightly fetch the desired data to help solve the problem of this research, the researcher asked the below questions.

Question: What are the types of Instructional Media are available in the Schools?

Response:

P1 and P11: Printer, Desktop, Laptop, Modem, Internet facilities, and Smartphones.

P2: No ICT facilities

P3: Microphone, Speaker, Laptop, Desktop, CD-ROM, Hard disk, E-mail, and Internet facilities.

P4: Desktop, Laptop, Internet facilities, Printer, Scanner, and Photocopy Machine.

P5, P21, and P22: Laptops and Desktops.

P6: Computer Set.

P7: Television, Photocopy Machine, Speaker, Scanner, E-mail, Printer, CD-ROM, Internet facilities, Desktop, and Laptop.

P8: Desktop, Internet Facilities, CD-ROM, Printer, Scanner, Projector, Laptop, Microphone, Photocopy Machine, and Speaker.

P9: Computer Set, Printers, Scanners, and Photocopy Machine.

P10: Computer Set, Projector, and Printer.

P12: Scanner, Printer, Photocopy Machine, Computer Set, and Laptop.

P13: Laptop, Internet facilities, Printer, Scanner, Microphone, and Photocopy Machine.

P14: Photocopier, Scanner, Desktop, and Printer.

P15: E-mail, Telephone, Laptop, Desktop, and Printer.

P16: Speaker, Photocopy Machine, Audio CD, Microphone, Laptop, Projector, Scanner, E-mail, Printer, CD-ROM, Internet facilities, and Desktop.

P17: Computer Set, Printer, Scanner, Television, Satellite, Photocopy Machine, Speaker, and Microphone.

P18: Microphone, Photocopy Machine, Scanner, Printer, and Computer Set.

P19: Laptop, Desktop, Photocopy Machine, and Speaker.

P20: No ICT facilities.

P23: Speaker, Satellite, Photocopy Machine, Microphone, Desktop, and Laptop.

P24 and P25: Desktop, Laptop, Printer, and Television.

P26: E-mail, Printer, Desktop, and Laptop.

All the responses reveal that some schools have more Instructional media available while others have none. The finding agrees with Olorundare (2006) which stated that ICT facilities

were available in most Public Secondary Schools in developing countries. Orogwu (2005) also corroborates that view. Similarly, Okoro (2009) maintained that Public Secondary Schools in South Eastern Nigeria had faired-well in terms of access to ICT facilities
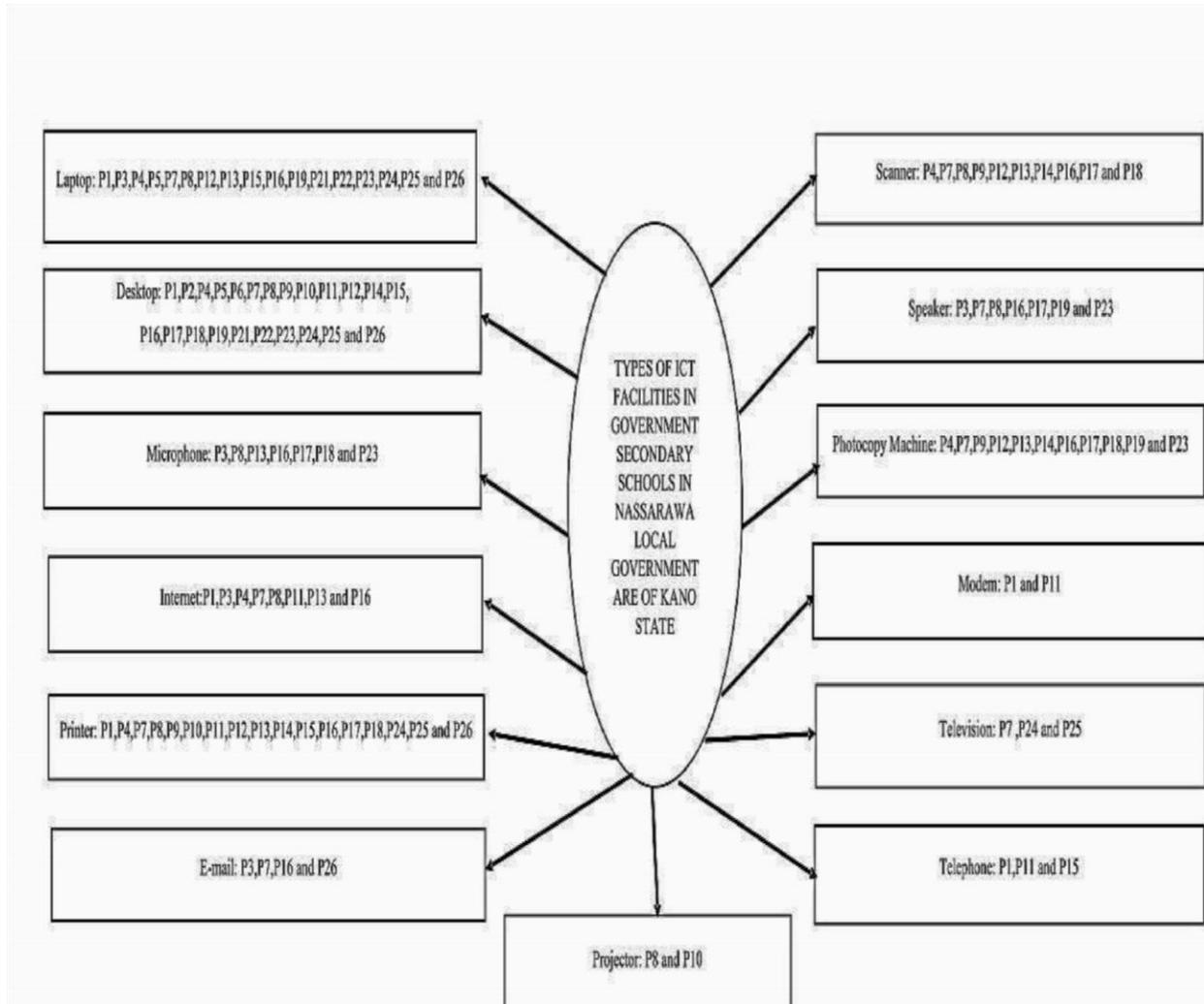
From the above figure, it has been divulged that Government Secondary Schools in Nassarawa Local Government Area of Kano acquires various instructional media that are ICT base which include desktop, laptop, printer, etc.

The researcher has identified that some of the schools has Seven (7) desktops computers, Four (4) speakers, One (1) hard disk drive, and a few CDs. While in some they have only 80 desktop computers, One (1) photocopier machine, One (1) Internet router, twenty (20) speakers, and a lot of CDs. The researcher has further identified that other schools has fifty

(5O) desktop computers, five (5) laptops, two (2) printers, one (1) photocopying machine, and one (1) satellite.

Also, the study has further identified that some of the government secondary have one (1) projector, twenty (20) desktops attached with two (2) practical computers, while others has four (4) laptops, eighteen (18) desktop computers, one (1) photocopying machine and two (2) speakers. Also, some schools has two (2) television, one (1) photocopying machine, two (2) speakers, one (1) scanner, two (2) printers, ten (10) desktop computers, and two (2) laptops. Furthermore, some government secondary schools computer laboratories are under construction.

Below are Images of some Instructional media available in Government Secondary Schools in Nassarawa Local Government Area, Kano State

Fig I

Fig II

HOW INSTRUCTIONAL MEDIA UTILZE IN GOVERNMENT SECONDARY SCHOOLS IN NASSARAWA LOCAL GOVERNMENT AREA OF KANO STATE

Table 2: Utilization of ICT facilities by teachers for effective teaching

S/N	PARTICIPANTS	DO TEACHER S USE IM FOR EFFECTIVE TEACHING
1.	P1,P3,P4,P5,P6,P7,P8,P9,P10,P11,P12,P14,P16,P17,P18,P19,P21,P22,P23,P24 and P25	Yes
2.	P2,P13,P15,P20 and P26	No

The above table shows the responses of the Participants on the Utilization Instructional media in Government Secondary Schools in Nassarawa Local Government Area of Kano State for effective teaching. The response of the Participants indicates that Twenty-One Schools (P1, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P16, P17, P18, P19, P21, P22, P23, P24, and P25) utilize ICTs facilities for effective teaching while Five (5) Schools (P2, P13, P15, P20, and P26) don't. The available ICT facilities in the Schools are not used in teaching and learning as they are used for administrative purposes. This is in agreement with Olokoba, Abdallahi, and Omisidi (2014) who indicated that even when ICT facilities are available in Schools teachers do not make use of these tools.

DO THE STAFFS USE THEIR ICTs (e.g computers, mobile phones) IN CARRYING OUT

SCHOOLWORK

Table 3: Do Teachers use their ICTs in carrying out Schools

S/N	PARTICIPANTS	DO TEACHERS USE THEIR PERSONAL ICTs IN CARRYING OUT SCHOOL WORK
1.	P1,P3,P4,P5,P6,P7,P8,P10,P11,P12,P13,P14,P15,P16,P17,P18, P19,P21,P22,P23,P24,P25 and P26	Yes
2.	P2, P9 and P20	No

The above table provides the result of the interview conducted on the utilization of teacher's personal ICTs in carrying out school work. The findings indicated that teachers of twenty-three (23)   Schools (P1,P3,P4,P5,P6,P7,P8,P10,P11,P12,P13,P14,P15,P16,P17,P18,P19,P21,P22,P23,P24,P25   and P26) make use of their ICTs in carrying out school work, while the remaining three (3) (P2, P9, and P20) do not use their ICTs in carrying out school work.

Another subsequent question was asked on how the ICT facilities are utilized in the Schools
Question: How are the Instructional Media are utilized in the Schools?
 The below table shows the responses of the Participants on how the Instructional Media are utilized in the Schools.

Table 4: How Instructional Media are utilized in the Schools

S/N	PARTICIPANTS	HOW IM FACILITIES ARE UTILIZE IN THE SCHOOLS
1.	P1,P3,P4,P5,P6,P7,P8,P9,P10,P11,P12,P13,P16,P17,P18,P19,P21,P22,P22,P23,P24 and P25.	IM facilities are used for teaching effectively during practical
2.	P2 and P20	There are no ICT facilities in the Schools, hence they cannot be utilize
3.	P13	The ICT facilities available are not utilize for teaching and learning rather they are used for administrative purpose
4.	P15 and P26	Most of the IM facilities available are not functional, so they only show the Students how they are and what they look like

Data in the table above show that ICT facilities are utilized for effective teaching. P1,P3,P4,P5,P6,P7,P8,P9,P10,P11,P12,P13,P16,P17,P18,P19,P21, P22,P23,P24 and P25 revealed that ICT facilities are used effectively as teaching aid during practicals to achieve quality teaching and learning. The responses from P2 and P20 indicate that there are no ICT facilities in the Schools, hence they cannot be utilized. P13 responded that the ICT facilities available are not utilized for teaching and learning but rather for administrative purposes. So also P15 and P25 affirmed that most of the ICT facilities available in the Schools are not functional, so they only show the students how they are and what they look like. Thus ICT facilities are utilized effectively to help quality teaching and learning in Government Secondary Schools in Nassarawa Local Government Area of Kano State and also help the Schools to carry out their academic/administrative activities effectively and efficiently. Zhu, (2003) asserts that integration of ICT into the very idea of teaching and learning always places pedagogy over technology. It is not only concerned with mastering ICT skills, but rather it involves using ICT to improve teaching and learning. Blankat, Blamire, & Kefala (2006) also argued that the advantages and benefits of ICT in school achievement are significant for the academic achievement of students. The study also tried to establish a link between the use of ICT and student's result in examinations.

OTHER AREAS ICT FACILITIES APPLIED IN GOVERNMENT SECONDARY SCHOOLS IN NASSARAWA LOCAL GOVERNMENT AREA OF KANO STATE

The interviewees were asked about other areas in which Instructional Media are applied in Government Secondary Schools in Nassarawa Local Government Area of Kano State. Their responses are presented below:

P1: They are used for computer studies in class, keeping records, registration of bio-data of staff and students

P2: None, because there are no ICT facilities

P3: They are used during assembly, during PTA, meetings, and also in the class

P4: They are used for printing documents and photocopying documents and exam questions

P5 and P22: They are used for keeping school records and staff bio-data

P6: They are used for storing information about the School

P7: They are used for printing exam question papers

P8 and P24: They are used during lessons, presentations, and class quizzes.

P9: They are used in lessons, during presentations, exams, and inter-classes competition

P10 and P26: They are used for keeping records of the School

P11: They are used in classes and for documentation of school records

P12: They are used for recording student's terminal results, WAEC and NECO registration, during assembly, and for printing exam question papers

P13 and P14: They are used for administrative purposes

P15: They are used for printing exam question papers

P16: They are used during classes and for academic purposes (for documenting the school activities)

P17: They are used during assembly and meeting

P18: They are used during classes, presentations, inter-classes quizzes, and printing of exam question papers

P19: They are used during assembly, classes, and photocopying of exam question papers

P20: None

P21: They are used in computing student's terminal results and WAEC and NECO registration

P23: They are used during the meeting, keeping school records and staff bio-data

P25: They are used during classes, meetings, debates, and quizzes, recording students' results, and saving the bio-data of staff and students.

From the above participation, it can be confined that the responses of the participants are mutually exclusive to one another though few are the same. However, what is worth noting is that every school among the Schools makes use of ICT facilities in various ways and the other.

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The interviewees were asked about other areas in which ICT facilities are applied in Government Secondary Schools in Nassarawa Local Government Area of Kano State. Their responses are presented below:

CHALLENGES MILITATING AGAINST THE USE OF ICT FACILITIES IN NASSARAWA LOCAL GOVERNMENT AREA OF KANO STATE

The researcher asked the participants about the major challenges associated with the utilization of Instructional Media in the schools. The responses of the participants are presented below:

Figure 1: Challenges militating against the utilization of ICTs in Government Secondary Schools in Nassarawa Local Government Area of Kano State

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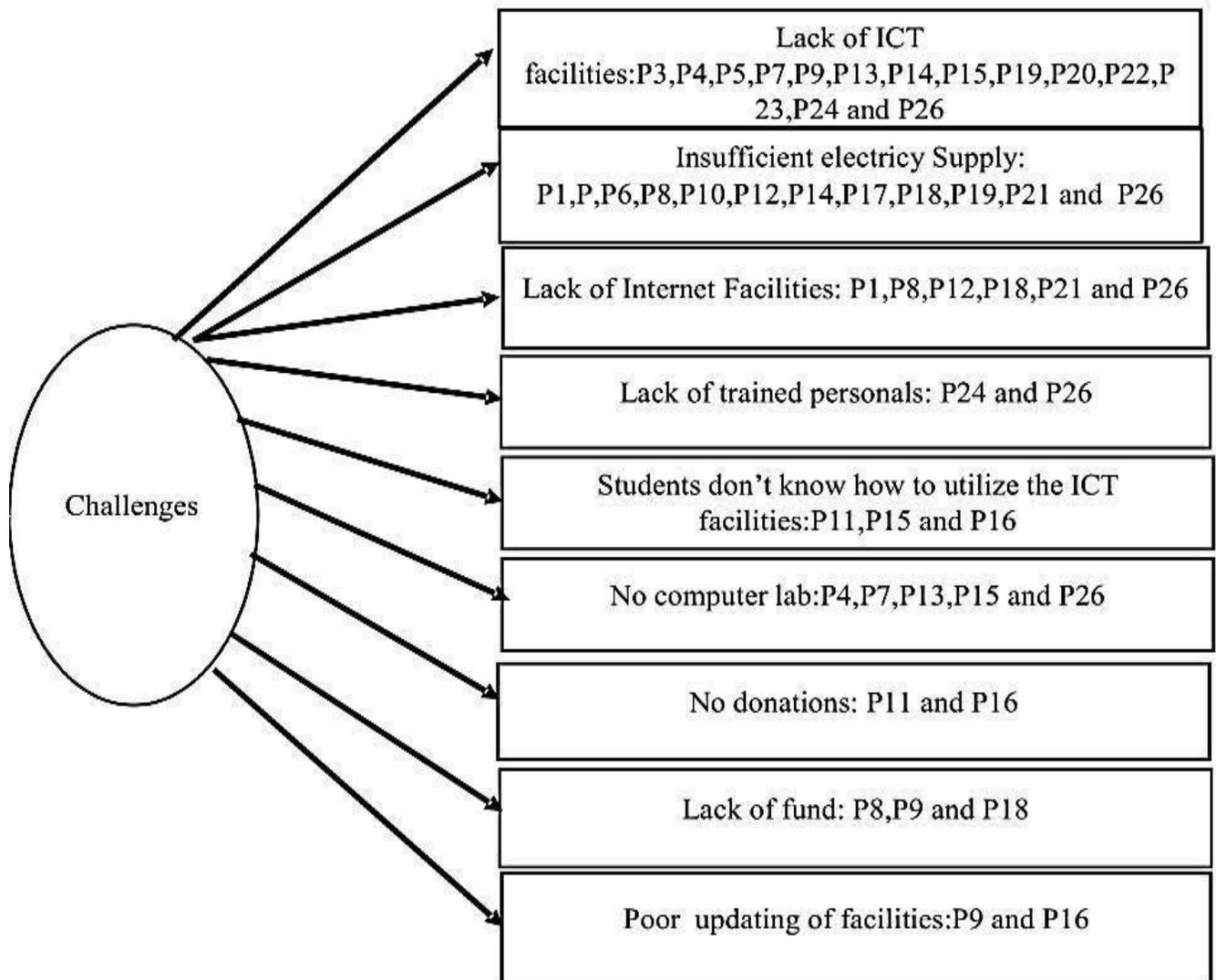
The above participation shows that there are types of challenges militating against the utilization of ICTs in Government Secondary Schools in Nassarawa Local Government Area of Kano State, The participation also revealed that all the Secondary Schools are bombarded by some challenges such as lack of funds, lack of electricity supply, etc. The data presented above shows that the following factors were perceived by the Principals and Vice Principals as challenges to the effective utilization of ICTs in teaching and learning in Government Secondary Schools in Nassarawa Local Government Area of Kano State.

Poor electricity supply is a serious challenge in ICT utilization because the facilities cannot be utilized without electricity. This is in tandem with the finding of Adomi (2005) which states that electricity failure has been a persistent problem militating against ICT application and use in Nigeria.

Lack of Knowledgeable ICT support staff and inadequacy of trained teachers on the use of ICT in other challenges. These support Goshit (2006) who reported inadequate manpower as one of the major constraints of ICT application in Schools. The pay package in secondary schools is not juicy and as such highly skilled ICT professionals are not attracted to the secondary school system. Serious efforts have not been made by the government to train and retrain the teachers in the schools on how to integrate ICTs into teaching. Lack of Instructional media facilities, Internet, and high cost of ICT equipment is another great challenge. This is so because the government has not provided them in the schools. Their cost is so prohibitive that the staff and students cannot afford them coupled with the high rate of Internet subscription in Nigeria. This does not differ from Adomi (2006) who reported the high cost of ICT facilities as one of the major challenges to the application of ICTs in school.

Insufficient Funds is one of the factors militating against the effective utilization of ICTs in Secondary Schools in Government Secondary Schools in Nassarawa Local Government Area of Kano State. Enakrire and Onyenenia, (2007) reported that the inability to use ICTs in teaching and learning in secondary schools may be a result of insufficient funds.

Inability to replace broken-down equipment and facilities. This is a constraint in that a system that cannot afford ICT facilities for the education of its future leaders in an ICT age will not be able to replace broken-down equipment and facilities.

DISCUSSION OF FINDINGS

The discussion of findings in this study was presented on the responses obtained from the interview conducted with the Principals/ Vice Principals in Government Secondary Schools in Nassarawa Local Government Area of Kano State.

The result of the interview in respect of the types of Instructional media available and utilized in the Schools revealed that the entire Twenty-six (26) respondents have almost common facilities with some little variations with the other schools. The findings of this study show that there are instructional technologies such as computers, scanners, printers, projectors, etc in some of the schools while others have no ICT facilities in them. These findings agreed with Olorundare (2016) who stated that ICT facilities were available in some public secondary schools in developing countries while others have none. Orogwu (2005) also corroborates that view. Similarly, Okoro (2009) maintained that Public Secondary Schools in South Eastern Nigeria had faired-well in terms of access to ICT facilities.

Based on the major findings it was ascertained that teachers used Instructional ICT based facilities for effective teaching in the Schools. Also, it was discovered from the findings that the Secondary Schools make use of the Instructional media facilities for teaching effectively during practicals, and also the ICT facilities are applied in other areas in the Schools such as during meetings and debates, printing exam question papers, etc. Thus ICT facilities are utilized effectively to help quality teaching and learning in Government Secondary Schools in Nassarawa Local Government Area of Kano State and also help the Schools to carry out their academic/administrative activities effectively and efficiently. Zhu, (2003) asserts that integration of ICT into the very idea of teaching and learning always places pedagogy over technology. It is not only concerned with mastering ICT skills, but rather it involves using ICT to improve teaching and learning.

Similarly, the findings revealed that teachers use their ICTs in carrying out school work. They usually use their laptops in computing students' results, connect to the internet for practicals, etc. Finally, it was found out that lack of ICT facilities, lack of funds, irregular power supply, etc in the Schools were the major factors militating against the utilization of ICTs in Government Secondary Schools in Nassarawa Local Government Area of Kano State. Okon (2007), also stated that cost is a challenge but it is also relative. The alternative mode of education delivery is even more expensive. Also, he said that we should know that the cost of acquiring and establishing ICT is high but the usage and maintenance cost is low.

CONCLUSION

The majority of schools in Nassarawa Local Government Area of Kano State do not have adequate Instructional media that are ICT base. The findings reflect the instructional media available are uneven meaning "While many schools possess some ICT-based instructional media, the availability is often inadequate, unevenly distributed, and their application for core teaching and learning remains limited.

One important factor that emerged from this study was the fact that the utilization of ICT facilities affects the quality of teaching and learning in schools. It was revealed that teachers were stimulated by the use of Instructioanl media thereby making teaching fun and pleasurable. The findings in this study imply that for students to gain from the trend of ICT facilities of the 21st century, there is an urgent need for adequate availability and effective utilization of ICT based Instructional facilities in Government Secondary Schools in Nassarawa Local Government Area of Kano State. This is because ICT has impacted all aspects of the International community in Nigeria. Our public Schools cannot be left out of it. Apart from some problems such as high cost and Inadequate funding, ICT facilities utilized in Government Secondary Schools in Nassarawa Local Government Area of Kano State will enhance the growth of the educational system and the national economy in general.

RECOMMENDATIONS

1. Government, non-governmental organizations, communities, schools, and other wellmeaning individuals should provide ICT based Instructional media facilities for effective teaching and learning in Government Secondary Schools in Nassarawa Local Government Area of Kano State in this 21st century when the application of ICT in human endeavors is demanded. This when done, would enhance the rate at which ICT facilities are utilized for effective teaching in schools.

2. Governments and the owners of public Secondary Schools should fund education adequately thereby making ICT facilities available and their utilization effective. In

order to improve the capacity and level of adoption of ICT facilities in teaching and learning processes.

3. Teacher education curriculum development bodies (NUC, NCCE, among others) should include ICT utilization for teaching programs in teachers' training curriculum. This would make teachers from point training acquire skills and potentialities that would enable them to use ICT facilities with ease for teaching.

4. Both government and school administration should ensure that the available ICTs are maintained by providing ICT technical officers for regular maintenance of the facilities.

5. Government should embark on the electrification of Government Secondary Schools in Nassarawa Local Government Area of Kano State and ensure regular power supply to enhance optimum utilization of available ICT facilities for teaching in the schools.

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