

TITLE PAGE

**AN ASSESSMENT OF THE INFORMATION
COMMUNICATIONS TECHNOLOGIES (ICT)
LITERACY LEVELS OF SENIOR
SECONDARY STUDENTS IN ENUGU STATE:
A COMPARATIVE STUDY OF PUBLIC AND
PRIVATE SCHOOLS**

BY

**ENEH, ONYENEKENWA CYPRIAN
PG/M.SC./07/46924**

INSTITUTE FOR DEVELOPMENT STUDIES
ENIGU CAMPUS

**A RESEARCH PROJECT SUBMITTED IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF THE DEGREE OF MASTER OF SCIENCE IN
DEVELOPMENT STUDIES**

JANUARY, 2010

JANUARY, 2010

ABSTRACT

This study assessed the ICTs literacy levels among some randomly selected final year (senior secondary or SS III) students of some randomly selected public and private Senior Secondary Schools in Enugu Education Zone of Enugu State of Nigeria, and compared the situations of public and private schools in this regard. The selected students were practically tested in word processing, ability to access the Web for browsing, and ability to manage Web contents. Available literature formed the secondary resource materials. Data analysis involved simple statistical tables and the use of percentages. Only 36% of the private and 6.4% of the public senior secondary students could process words. About 49.6% of the private and 50.4% of the public SS III students could access the Web for browsing. Only 2.4% of the private and 1.6% of the public senior secondary students could manage Web contents. There is a significant difference (48.7%) between the ICT literacy levels of private and public senior secondary students. Availability of Computer facilities at home influenced ICTs literacy level of the students. Over 90% of the ICTs literate students had computer facilities at home, while the rest had taken advantage of the cybercafés in cities to acquire computer literacy. Eighty per cent (80%) of the private and 20% of the public senior secondary schools had functional Computer Room/Laboratory. Eighty per cent (80%) of the private and 100% of the public senior secondary schools had a qualified Computer teacher. Two periods per week were allotted to teaching of Computer science in schools. Factors affecting Computer Education in both the private and public

senior secondary schools were frequent electricity power failure, rural location of school and ownership, lack of space for installing Computer facilities, and curriculum issues. Factors affecting only the private senior secondary schools are scarcity of funds, scarcity of Computer teachers to hire, high cost of hiring Computer experts, and Parent-Teacher Association. The factor affecting only the public senior secondary schools is insecurity for Computer facilities. Therefore, to improve ICT literacy among senior secondary students, it recommended that the Government should improve on the business environment in Nigeria in order to encourage the growth and development of the private sector which is a key player in ICTs development, lower the cost of capital, find a lasting solution to the epileptic electric power supply, give scholarship or bursary awards to students of Computer Education in tertiary educational institutions, provide Computer facilities along with the space and fund for installation as well as the necessary security measures. Parents also need to provide computer facilities at home or sponsor their children's patronage of the cybercafés.

Although Nigeria shifted her target year to 2010, there was slow progress, as the Ministry of Education observed in justifying another shift in the target year to 2020 and the introduction of Education Reform for the Nigerian education sector (FGN, 2007). The Ministry admitted that our education sector was in shambles and that there was the need for a total overhauling of the entire sector. The Ministry rightly realised that any country that ignored the leading role of education in the drive for