

PERCEPTION OF UNITY SECONDARY SCHOOL TEACHERS ON ICT EDUCATION IN THE PERIOD OF SOCIO-POLITICAL AND ECONOMIC UNCERTAINTY IN NIGERIA

BY

**EKOYO DESTINY ONYEBUCHID
DEPARTMENT OF SCIENCE EDUCATION,
NNAMDI AZIKIWE UNIVERSITY, AWKA.
Email: do.ekoyo@unizik.edu.ng
07034516620**

**NGWU UCHENNA Nwigwe
DEPARTMENT OF SCIENCE EDUCATION
EBONYI STATE UNIVERSITY, ABAKALIKI
EMAIL: Nwigweuchennangwu@gmail.
08069608262**

ABSTRACT

This paper focused on the perception of Unity Secondary School Teachers on ICT Education in the period of Socio-political and Economic Uncertainty in the South Eastern Nigeria to ascertain their perception on the ability of ICT education to positively change the current socio political and economic uncertainty bedeviling the nation. The study adopted descriptive survey research design. The population of the study comprises all the teachers in all the fourteen (14) Unity Secondary Schools which spread across the five states in the South Eastern Nigeria namely Imo, Abia, Anambra, Enugu and Ebonyi State. Simple sampling Techniques were used to select ninety-seven teachers out of the 966 teachers in the fourteen unity secondary schools for the study. Three research questions guided the study. Teachers' questionnaire titled "Teacher Perception Assessment Questionnaire (TPAQ)" was constructed by the researchers. The instrument was validated by two experts in measurement and evaluation and one information and communication technologist. To determine the reliability, the instrument was subjected to Cronbach's Alpha procedure and coefficient reliability of 0.65 was obtained. The findings revealed among other things that teachers in the unity schools are aware of the positive impacts of ICT education in the period of socio-political and economic uncertainty in Nigeria. Based on the findings, the study recommended among other things that Federal government should desist from non use of ICT facilities in dealings with political and economic activities in the country, ICT education should be made compulsory and as one of the entering requirements for further education, Policy makers in education sector should acknowledge the profound impact of ICT education in socio-political and economic activities of every country of the world. Based on the findings, suggestions for further studies were made.

Introduction

The socio-political and economic space of Nigeria has been subjected to critics due to some uncertainties surrounding it. Presently, Nigeria has been ranked above other countries in Africa but her socio political and economic status has been put to questions, when comparing with other Africa countries in the West African Sub-region.

Socio-political and economic status or development is an activity or programme that creates sustainable access to the political and economy of its beneficiaries. This means that, contributions from stakeholders should provide sustainable benefits for citizens to acknowledge that socio-political and economic development projects should teach or equip people to understand their political rights and how they can contribute to the economic growth and development of their country (NEPAD, 2013).

According to Denen (2013), socio-political and economic status is the relationship between politics, economic and social life. The NEPAD declaration implies that socio-political and economic development is a continuous improvement in the well-being and standard of living of people, which connotes meeting the basic needs that are essential to live a life of dignity by the people. Socio- political and economic status of any country includes access to political programmes, quality education, better health care, decent housing, safe drinking water and good sanitation of the nation's wealth.

Socio-political and economic developments are measured with such indicators as life expectancy, literacy, functional education, employment and GDP. Therefore, the impact of socio-political and economic development should bring positive changes in law (rule of law), and the supreme of the justice system (the 2023 general election litigations and people's view on the judgment).

Kayode (2012), stated that socio-political and economic development should be measured based on the objectives. Therefore, the key objectives of socio political and economic policy are to;

5. Promote political freedom, self-reliance and build capacity for self – sustaining development
6. Strengthen both political and economic policies and delivery mechanisms.
7. Ensure affordable access to political activities, food, sanitation, finance, market, ICT and land
8. Progress towards gender equity in both political and economic spaces.
9. Encourage broad base participation in reaping of outputs and opportunities of development by all stakeholders at all levels (NEPAD/HSGIC – 03 – 2023/APRM/Guidance/OSC/9 March, 2023). This is only achievable through functional and practical ICT education.

Adesemowo and Sotonade (2022) observed that education helps the individual to develop physically, mentally, morally, spiritually and emotionally by providing suitable environment, teaching him new knowledge, attitudes and skills that will enable him to be useful to himself and his society. FRN (2019) enumerated the goals of education to include;

1. Inculcate permanent literacy and numeracy, and ability to communicate effectively.
2. Lay a sound basis for scientific and reflective thinking.

3. Live citizenship education (politically and economically) for effective participation in and contribution to the life of the society.
4. Mold a character and develop sound attitude and morals in a child.
5. Develop in the child ability to adapt to changing environment.
6. Give the child opportunities for development of manipulative skills to function effectively.
7. Provide the child with basic tools for further educational advancement, including preparation for political and economic engagement.

Presently, the above educational goals can only be facilitated through the use of ICT platforms for majority of individuals in the rural areas.

Information and communication technology (ICT) has been a current issue in the nation's education, business, and industries making the world to be a globalized community (Ukaegbu and Nwagbo, (2016).

Information and Communication Technology Education (ICTE) is an innovation in schools that enable the teachers and students, even the management to perform their functions more rapidly and efficiently. The emergence of information and communication technology education (ICTE) in the institutions of learning have changed the passive, rigorous and boring situation of political and economic activities in Nigeria as witnessed in 2023 general election, which brought about youth participation in the obedient movement. The ICTE impact has made both political and economic spaces in Nigeria to be active, enjoyable observable and participatory citizen centered.

ICTE plays a significant role in enhancing the efficiency and effectiveness of political and economic development which invariably would lead to the actualization of national goals for political and economic growth in Nigeria. The national policy on ICTE is a federal government document that enunciates the objectives, standards, structures, strategies and guidelines for achieving the national ICT educational goals in Nigeria (Federal Republic of Nigeria (FRN), 2019).

According to Anugwo & Ekoyo (2019) the important roles of ICT in the educational sector and in all other sectors of the nation made the federal government of Nigeria (FRN) to include ICT into all the educational programmes of the nation, beginning from basic education to university education. This led to the formulation of the national policy on ICT education which partly stated that government will provide basic infrastructure and training for teachers and the learners at all the public owned schools. However, in its attainment of this, computer education / information technology and data processing were made elective subjects at upper basic and senior secondary schools respectively. According to Ukaegbu and Nwagbo (2016), it is pertinent to note that the objectives of the educational policy could hardly be actualized if the ICT education is not practically provided at all the levels of education. Where such ICTE is provided, but not inculcated in the citizens due to lack of competent experts, it could be a waste of knowledge and the political and economic problems of the country will continue.

Hence, this paper examines the perception of Unity School Teachers on the impact of ICT education (ICTE) in the period of sociopolitical and economic uncertainty in Nigeria.

Statement of the Problem

Globally, socio- political and economic status of a country is a parameter upon which political and economic activities of any country can be measured. It is also a yardstick upon which a country can be ranked developed or underdeveloped. The current situation of things in Nigeria in terms of political and economic stability has been a thing of worry. The general election of 2023 and constant devaluation of naira has affected the political and economic stability of Nigeria. The inability of stakeholders to properly integrate ICT into political and economic programmes in Nigeria has been seen as the reason 2023 general election could not meet the expectations of people. However, many researchers have established that the failure of ICT integration is due to the inability of the governments to provide the ICT education facilities at various intuitions of learning so that the graduates would be equipped with the ICT operational skills. Some said that the secondary school teachers who has the duty to inculcate the ICT education into the students did not understand or appreciate the ability of ICT education to positively change the socio political and economic situations in the country hence could not properly educate the students on the ICT possibilities in the socio-political and economic development of any nation. This study therefore seeks to ascertain the Perception of Unity Secondary School Teachers on ICT education in the period of socio-political and economic uncertainty in Nigeria.

The specific objectives were to:

1. ascertain teachers perception on ICT education on political awareness among individuals
2. ascertain teacher's perception on ICT education on economic development in Nigeria.
3. determine the impact of ICT education on the current situation of socio-political and economic uncertainty in Nigeria.

The questions that guide the study were:

1. What are the teachers' perceptions on ICT education on political awareness among individuals?
2. What are the teachers' perceptions on ICT education on economic development in Nigeria?
3. What are the extents of utilization of ICT education in the current sociopolitical and economic situation of Nigeria?

Methods

The design of the study is descriptive survey design. The researchers adopted this design because it provides them with the opportunity to use questionnaire to gather information from their respondents. Population of the study comprised all the Secondary School Teachers in the fourteen Unity Secondary Schools which is spread across the five states in South Eastern Nigeria namely Abia, Anambra, Imo, Enugu and Ebonyi State. Simple sampling method was used to select FGGC LEJJA in Enugu State which has 61 teachers, FGGC EZAMGBO with 60 teachers and FSTC AMUZU with 23 teachers all in Ebonyi State. A total of 97 teachers were sampled from the three sampled schools ie 37, 37 and 23 from FGGC LEJJA in Enugu State, FGGC EZAMGBO and FSTC AMUZU respectively. This ninety seven (97) sample size selected formed the 10% of the total population of the teachers in the entire fourteen unity secondary schools in south east which is 966 teachers. The Instrument for data collection was a 15 items questionnaire tagged "Teachers' Perceptions Assessment

Questionnaire (TPAQ)" was designed for the study by the researchers. The instrument was validated by 3 experts from Ebonyi State University, Abakaliki. The reliability of the instrument was determined using Cronbach Alpha which yielded a coefficient of 0.65. The Questionnaire was administered on the 97 teachers and collected on the spot to ensure that no copy missed. A four point likert scale of Strongly Agree (SA = 4), Agree (A = 3), Disagree (D = 2), Strongly Disagree (SD = 1) was used to answer the items. The data collected from each of the research questions were analyzed using descriptive statistics mean. An item with mean score of 2.50 and above was accepted, while an item with mean score less than 2.50 was not accepted which stands as the decision rule.

Results

Research Question 1: What are the teachers' perceptions on ICT education on political awareness among individuals?

Table 1: Mean ratings of teacher's perception on ICT education on political awareness among individuals.

S/N	ITEMS	SA	A	D	SD	X	SD	DECISION
5.	ICT education helped in the voters education during the last general election	80	10	7	-	3.75	0.57	Accepted
6.	The use of ICT facilities like BVAS machines improves 2023 election	63	25	8	1	3.54	0.69	Accepted
7.	The use of real time transmission of election result reduced rigging	50	30	12	5	3.28	0.87	Accepted
8.	Political parties use ICT platforms for their campaigns during 2023 election	60	32	5	-	3.56	0.59	Accepted
9.	The 2023 election was 65% failure due to non use of ICT gadgets in some parts of Nigeria (polling units)	55	32	7	3	3.43	0.76	Accepted

The responses on the table 1 showed that item 1 to 5 had mean score of 3.28 to 3.75, indicating that ICT education was a positive impact on the sociopolitical development in Nigeria.

Research Question 2: What are the teachers' perceptions on the impact of ICT education on economic development in Nigeria?

Table 2: Mean ratings of teachers' perceptions on the impact of ICT education on economic development in Nigeria

S/N	ITEMS	SA	A	D	SD	X	SD	DECISION
	• The applications of ICTE helps in solving some industrial problem in Nigeria	20	35	20	22	2.54	1.06	Accepted
	• Information communication technology education makes business transactions easy	76	11	10	-	3.68	0.65	Accepted
	• ICTE facilities in Nigeria port authority help in boasting economic activities	37	30	25	5	3.02	0.92	Accepted
	• ICTE acts as an agent of agricultural extension officers in rural areas	74	10	13	-	3.62	0.71	Accepted
	• ICTE helps in making exportation and importation of goods and services gainful	65	23	9	-	3.58	0.65	Accepted

Table 2 revealed that all the items had mean scores above or within the range of 2.50 which are accepted. From the statistical mean, it is concluded that all the items listed would enhance effective socio-economic development in Nigeria if ICTE is fully implemented in our various economic hubs in Nigeria.

Research Question 3: What are the extents of utilization of ICT education in proffering solution to the current socio-political and economic situation of Nigeria?

Table 3: Mean ratings of teachers' perceptions on the extents of utilization of ICTE in proffering solution to the current socio-political and economic situation of Nigeria.

S/N	ITEMS	SA	A	D	SD	X	SD	DECISION
3.	ICTE will help in the integration of political and economic developments in Nigeria	76	11	10	-	3.68	0.65	Accepted

4. It help in the knowledge of how political positions and economic gains are shared	11	10	60	16	2.16	0.83	Rejected
5. It is used for the dissemination of economic road map as planned by the government	2	10	55	30	1.8	0.61	Rejected
6. ICT was greatly used during the recent general election by INEC	-	-	14	83	1.10	0.68	Rejected
7. Nigeria stock exchange commission makes use of ICTE in her daily stock updates	-	30	35	32	2.05	0.73	Rejected

Table 3 showed that only item number 1 had the mean score of 3.68 while items 2 to 5 falls below the accepted mean scores as stated in the decision rule. Statistically, it shows that ICTE is not properly utilized in every sector of the country's socio-political and economic situation which may deny many rural dwellers the opportunities of accessing political and economic benefits from the country.

Discussion

Research question one sought information on the teachers' perceptions on ICT education on political awareness among individuals in the society. The result presented showed that there is a significant impact ICTE plays in bringing political information to rural dwellers and making them aware of current political situations in the country. It was observed greatly during the last general election in Nigeria. The statistical mean of the five items from table one indicates positive relationship ranging from 3.10 to 3.80. According to Jega (2023), reinforcing the link between information and communication technology and political development (true democracy) is not only good educational policy, but also a good socio-political development policy and true democratic practice. Policy makers must acknowledge the profound impact of ICTE on the country's political development. Therefore, ICT education should be a standard for comprehensive socio-political development and policies that encourage local economic development and investments. From the above, a practical integration of information and communication education (ICTE) into secondary schools will bring political development to individual learners in South East and Nigeria at large.

On Research question two, attention was geared toward the teachers' perceptions on the impact of ICT education on the economic development in Nigeria. From the presented results on table two, it was observed that if ICT education is fully implemented, there would be a healthy economic turnaround which will positively affect the economy of Nigeria. The result

also showed that there is a significant relationship between ICT education and local content for sustainable economic development.

Based on the items in table 2, the statistical mean ranged from 3.0 to 3.68 which agreed that proper integration of ICT education in our various institutions will enhance and sustain variable economic development.

Research question three also sought to highlight the extents of usage of ICT education in the current Socio-political and Economic Uncertainty in Nigeria.

From the result presented on table three, it showed that ICT education is not properly employed in every aspect of the Socio-political and Economic aspects of Nigeria.

It was indicated that the political and economic crisis in the country among other challenges bedeviling Nigeria is as a result of non use of ICT in the administration of the rule of law and in sharing of political opportunities among the geo political zones of the country and currency devaluation.

Based on the items in table three, greater numbers could not meet the required decision rule, indicating partial or non utilization of ICT education in the socio-political and economic environment in Nigeria, which if properly integrate would promote good policies and economic development of the country.

Recommendations

Based on the findings, the following recommendations were made.

1. Policy makers in education should acknowledge the profound impact of ICT education in socio-political and economic situation and make it one of the entry requirements for further education.
2. Federal government should desist from non use of ICT facilities in dealings with political and economic activities.
3. Federal government should also complement by establishing socio-political and economic development partnership (SPEDP) as an important place in the body and values of rural populace.

Conclusion

As researchers, we have always deemed it significant that through ICT education, teachers as agents of concept implementation in the classroom, should impact in the learners how to organize and manage socio-political and economic issues in the classroom situation and develop in the learner, the educational experiences with good understanding of socio-political and economic transformation process for national development. There is need for more application and evaluation of ICT education to boost its relevance to the national development. This is because of the new trend and discovering in the field of computer technology, which leads to various ICT innovations. Since innovation is an all-round exercise, it is expected that the policy makers in the country should constantly respond to required innovations as tools for better socio-political and economic conditions in Nigeria.

References

- Adesemowo P.O. & Sotonade O.A.T (2022) : Basics of Education, Harper Collins – Collee Press.
- Anugwo, M.N & Ekoyo D.O (2019). Evaluation of the level of implementation of the national computer education core curriculum for primary schools in Nigeria. *International journal of scientific & Engineering Research* 10(10) 1649-1669.
- Attahiru, Jega (2023): Election Management and Democracy in Nigeria. African Research Institute, October, 2023.
- Denen, G. M. (2013): Political Violence and Socio-economic Development in Nigeria. *Mediterranean Journal of Socio Sciences* Vol. 4, No. 7, August, 2013.
- Federal Republic of Nigeria (2013): National Policy on Education (6th Edition) Nigeria Educational Research and Development Council (NERDC) Press. Nigeria.
- Federal Republic of Nigeria (2019): National Policy on Education (7th Edition) Nigeria Educational Research and Development Council (NERDC) Press. Nigeria.
- Ukaegbu C, G & Nwagbo C. R (2016): Utilization of Information and Communication Technology Facilities for the Actualization of the Objectives of the National Policy on Education for Secondary Schools. Proceedings of the 53rd Annual Conference of STAN: Abuja. STAN Publications, Ibadan: 215-220.