

## Deployment of Information Communication for Teaching and Learning of Economics in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria

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**Annotation:** Information Communication Technology is one of the instructional aides available for the implementation of teaching programmed in all educational institutions especially in the public secondary schools. However, the deployment of Information communication technologies for the teaching and learning of Economics in Federal capital seem to be faced with many challenges. This paper discussed the factors hindering effective deployment of ICT for teaching and learning in Federal Capital Territory. Empirical papers on ICT both print and softcopies were collected and used in this paper. The empirical papers were sourced from physical libraries and online. Inadequate funding, inadequate ICT facilities, unstable power supply, poor internet services, high cost of ICT facilities, shortage of ICT expertise, poor implementation of ICT policies, poor implementation of ICT policies, poor ICT literacy of Economics teachers and poor ICT literacy of Economics Students were identified as the factors hindering effective deployment of ICT for teaching and learning of economics in Federal capital Territory, Abuja. To address these problems, the following were recommended; that the government should increase the funding of the ICT programs in all the public secondary schools in Federal Capital Territory, Abuja. This will make funds available for school administrators to purses adequate ICT facilities for students' use and the government should provide adequate ICT facilities in all public secondary schools in Federal Capital Territory, Abuja. This will provide opportunities for Economics teachers and students to use ICT for teaching and learning in their schools etc.

**Key words:** Challenges, ICT, Economics, Public, Secondary school

### Introduction

The Federal Capital Territory Abuja is the capital of Nigeria which is located in the North Central part of the country. The Federal Capital Territory is under the Federal Capital Territory Administration (FCDA). Federal Capital Development Authority is in charge of the construction and infrastructural development of Abuja city. The Federal Capital Territory is made up of six area councils which are: Abaji, Abuja Municipal, Bwari, Gwagwalada, Kuje and Kwali area councils. The population of Abuja as at 2006 census was 776,298 making it one of the most populous cities in Nigeria, occupying eighth position. The United Nations observed that Abuja was growing by 139.7% between years 2000 to 2010. This growing rate makes it one of the fast-growing cities in the World. Abuja is the political administration of Nigeria and also a key capital on the African continent due to Nigeria's geo-political influence in regional affairs. A Federal Minister is appointed by the President to oversee the political administration of the Territory (Ogunode & Abara 2021; Ogunode, 2021, Peter, 2020).

Education in Federal Capital Territory is under the administration of the Federal Capital Territory Education Secretariat. Federal Capital Territory Abuja is home to many educational institutions both public and private schools. The educational system in Federal Capital Territory follows the guidelines as stipulated in the National Policy of education (2013). Education in FCT consists of three forms: Basic Education (ten years), Secondary Education (three years) and higher education which includes Universities, Colleges of education, Poly-technique education, Vocational education (four, six years depending on the course of study). Other forms of education in Federal Capital Territory include adult education, special education and mass education. Public secondary schools in Federal Capital Territory, Abuja are offering many subjects (Ogunode & Abara 2021). One of subjects offering is Economics.

Economics is concerned with human behavior such as how people earn their living and make a choice amongst alternatives to satisfy their wants. It focuses on the study of firms and the government whose activities are geared to the production of goods and services for the satisfaction of human want since Economics is concerned with human behaviour. So, Economics is a social science, and like any science subject, the reasoning procedure in Economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus, an attempt has been made to integrate the theoretical foundations of the subject with their practical applications (Akin-Ibidiran, Ogunode, & Ibidiran (2021; Yusuf undated). Adu, Galloway, & Olaoye, (2014) and Akin-Ibidiran, Ogunode, & Ibidiran (2021) submitted that the teaching of Economics provides a learner with the opportunities to live meaningfully within the changing economic world. The following are the objectives or attainable outcomes of teaching Economics: to equip students with the basic principles of Economics necessary for useful living and higher education; to prepare and encourage students to be prudent and effective in the management of scarce resources; to raise student respect for the dignity of labour and appreciation of economic, cultural and social values of our own society; and to enable students to acquire knowledge for the practical solution of the economic problems of the society, such as Nigeria, developing countries and the world at large.

Akin-Ibidiran, Ogunode, & Ibidiran (2021) cited Adu et al. (2009) who identified reasons for the studying of Economics: a) the study of Economics enables a student to understand the nature of the complexity of the economic activities in which he is only a very small part. b) It enables students to understand and appreciate various government policies where choices have to be made such as probably to spend more money on free education and therefore provide less employment opportunities. c) the study of Economics provides the students with basic skills for analyzing Economic problems thereby preparing them better for positions where economic decisions have to be made. d) The study of Economics helps a government to promote growth and development therefore improving the quality of life of the citizens. e) Knowledge of Economics is useful to analyze fascinating patterns of socio-economic behavior. f) The study of Economics is useful to understand and alter the inequalities in the distribution of income and opportunities (Adu, 2012). Also, Educational Encyclopedia (19771), states that the goals for economics education at the senior secondary school level may be placed in three broad categories:

1. Helping students develop an awareness of their place in the economic decisions.
2. Helping students develop the ability to apply economics in their responsibilities as consumers, producers or citizens, and
3. Contributing to develop knowledge and skills for their general education, which can be achieved by drawing selective from a broad based content, by using diverse teaching and learning methods, and by capitalizing on multiple opportunities of economics understanding?

The teaching of economics in senior secondary schools should include in a syllabus which will reflect the kind of economics. However, the reality of the situation in schools is that a new subject has a difficult time in becoming

established, and unless strong and valid claims are made for the subject. It is certain that it will find wide spread favor among educationists for its inclusion in the common course.

The realization of the Economics programmed goals and objectives depend on the availability of human and materials resources in the schools. The human resources include the teaching and non-teaching staff while the materials resources are the financial, infrastructural and information communication technologies. Information communication technology is very vital in the realization Economics objectives in the secondary schools because its' provides the teachers and students teaching and learning flexibility. Ogunode & Nasir (2021) opined that informational communication technology is applied to all the human resource experts in the educational institutions such as students, teachers, non-teaching staff, and other service providers in the educational institution. Information and Communication Technologies is playing three major functions. ICT is applicable for student administration, staff administration, and school administration.

### **Concept of Information Communication Technology**

Information and communication technology (ICT) according to Abara, Ogunode, & Olatunde-Aiyedun (2022) are technological devices like computers, internets, mobile phones and other communication networks designed for collection, dissemination, storing and management of data in an accurate and reliable manner. ICT are specialized items like computers, internets, mobile phones and other communication networks, (hardware) and programmes, known as (software) that makes sending, receiving, retrieving, storing, sharing of data possible among user. Information communication technology is applicable to all the aspect of education. ICT is useful in the area of school administration and management, educational planning, supervision, inspection, quality assurance management, educational finance, school plant management, teachers' management, students' administration and research and development. National Policy on ICT (2019) viewed ICT as the art and applied sciences that deal with data and information. It encompasses all (equipment including computational machinery - computers, hardware, software, firmware etc., tools, methods, practices, processes, procedures, concepts, principles and the sciences) that come into play in the conduct of the information activities: acquisition, representation, processing, presentation, security, interchange, transfer, management, organization, storage and retrieval of data and information while UNESCO (2011), defined Information Communication Technology (ICT) as a range of technologies that are applied in the process of collecting, storing, editing, retrieving and transfer of information in various forms. Orji (2014) (ICT) observed that Information Technology (IT) comprises all devices and principles involved in information processing as well as electronic communication. It includes all hardware and software needed for information processing as well as in teaching and learning. Sharon (2011) submitted the use of ICT for teaching and learning in public secondary schools makes the implementation of lesson easy. The potential of computer technology to enhance teaching and learning has been recognized for some time.

### **Economics Teachers and Information Communication Technology (ICT)**

The roles of Information Communication Technology in the teaching and learning of Economics cannot be underestimated. Economics teachers need ICT to make his/her lesson simple and fast. Abara, Ogunode, & Olatunde-Aiyedun (2022) submitted that the teacher is a professional individual that is trained to educate the students. The teacher is trained to employ different instructional aides to support the implementation of teaching programmed. ICT resources are one of the instructional resources available for the teachers to adopt for teaching. ICT makes the work of the teachers simple and fast. Teacher as a professional individual that handles the function of imparting knowledge on the students. The job performance of the teachers of teachers is very vital to the realization of educational objectives. Teachers needs instructional materials to be able to carry our out his/her job effectively. The amount of human and materials resources available to the teachers helps to some extent to determine his/her performance in the classrooms (Abara, Ogunode, & Olatunde-Aiyedun, 2022). ICT is one of the instructional aid available for the teachers in this 21st century for the implementation of the school curriculum.

The functions of the teachers which include, lesson note writing, lesson presentation in class, marking of notes, giving of assignments, assessing the achievement of the students, compilation of report sheet and setting of examination questions. ICT can make lesson note writing, lesson presentation in class, marking of notes, giving of assignments, assessing students' achievement, compilation of report sheet and setting of examination questions fast and simple. Lawal (2011) submitted that when teachers appreciate the use of computers in the schools, the work becomes easier for them. The records, various data and analysis of various issues through computer use become easily appreciated. It is therefore necessary for the teachers to appreciate computer use in their work in order to enhance teacher effectiveness in their jobs.

### **Economics Students and Information Communication Technology (ICT)**

Informational Communication Technology is very useful for Economics students. Economics students can use them to support their learning programmed. Abara, Ogunode, & Olatunde-Aiyedun (2022) observed that the students or learners are learning groups of people that needs instruction from an organized system. ICT resources is one of the learning aid the students' needs to improve their performance in the school. ICT makes students learn faster. It provides the students with flexible learning plans and distance learning. ICT enables learners to work and learn and provide more opportunities for interaction and personal development. Sharon (2011) submitted that Information and Communication Technology (ICT) offers a range of powerful tools to help pupils to learn. Abara, Ogunode, & Olatunde-Aiyedun (2022) went further and observed that the use of ICT assists the teacher in keeping students' record, computing examination results, preparation of lesson notes and making statutory records to be kept and handled easily. Basically, the utilization of ICT as a teaching aid for teachers, makes the art of teaching more creative and dynamic, making learning more concrete, real, immediate and retentive. Subsequently, it makes the dual process of teaching and learning more pleasurable without reducing from its level of efficacy and effectiveness. Ogunode & Nasir (2021) submitted that for students function include. ICT is used for students' admissions; computers use for student registration/enrolment; plan time table/class schedule for students; computers use for student attendance in classes; ICT is used to communicate student academic details to their parents/guardians through e-media; Usage of e-media for notifications regarding hostel accommodation; and use of e-media for notifications regarding transportation. For the students, ICT helps them carry out research, check their results, submit their assignments, save their notes and carry out some simple calculations. The students also use ICT to write tests, examinations and learn online. Ogunode, Okwelogu, Olatunde-Aiyedun (2021) observed that students used information and Communication Technology (ICT) to support their learning programmed. Information and Communication Technology (ICT) helps students to carry out research, writes examination, check their result, submit assignments, and register their courses online. The academic staff use information and Communication Technology (ICT) for e-teaching, preparation of lecture notes, e-assignment for students, e-examination, e-lecture note and carry out personal research. Lecturers also used information and Communication Technology (ICT) for e-conference meeting. Aiyedun and Ogunode (2020), stated that information and communication technology can work in a number of general ways:

1. It helps in effective teaching and learning
2. It promotes schools' quality administration.
3. It can be used to train students in skills which they will need in further education and as an ongoing learning process throughout the rest of their lives and for their future jobs, e.g. word processing, email communications etc.
4. It can provide access to information and communication outside the classroom e.g. via the Internet.
5. It can be used to support teacher development via external networks.
6. It can support and potentially transform the learning and teaching process.



7. ICT has a number of features which it particularly suitable for tertiary education:
8. It combines and integrates a full range of media essential for effective learning. The ICTY uses sounds, vision, text and numeric data.
9. It provides lecturers with new opportunities and in particular, distance learning and involvement in the real-world.
10. There is an opportunity to increase the interest and involvement of students by the one to one relationship provided by the student and computer.
11. It provides students with opportunity with an opportunity to work and learn on their own.

### **Problems Hindering Deployment of Information Communication Technology in Public Secondary schools**

The following would be consider as the problems hindering effective deployment of ICT for teaching and learning of Economics: inadequate funding, inadequate ICT facilities, unstable power supply, poor internet services, high cost of ICT facilities, shortage of ICT expertise, poor implementation of ICT policies, poor implementation of ICT policies, poor ICT literacy of Economics teachers and poor ICT literacy of Economics Students

#### **Inadequate Funding**

Funding is vital for the deployment of ICT for teaching and learning in schools. ICT is capital intensive and required huge financial investment. Due to poor funding of public secondary schools in Nigeria and in Federal capital Territory, Abuja, many ICT facilities are not in place for the implementation of teaching programmed like that of Economics programmed. Ogunode & Abara (2021) opined that inadequate funding is a major problem hindering effective administration of public secondary schools in Federal Capital Territory. Funding is vital to the realization of secondary schools' objective. Adequate funding of secondary school is key to the development of secondary school education. It is unfortunate to realize that as important as adequate funding is to the development of secondary school education in FCT that the funds allocated to the secondary school is not adequate. Ogunode & Abara (2021) cited Anthony (2019) who pointed out that the Federal Capital Territory (FCT) Education Board has identified poor funding as a major problem facing the secondary school education in FCT. Projectxttra (undated) did a study that examined the Management of Resources in FCT Government Secondary Schools Abuja, Nigeria and the result collected revealed that human resources and school funds were not well managed in the FCT secondary schools while the facilities, curriculum and time resources were well managed by the school heads.

#### **Inadequate ICT Facilities**

Inadequate ICT facilities are one of the major problem hindering the deployment of ICT for teaching and learning of Economics in public secondary schools in Federal Capital Territory, Abuja. Many public secondary schools in the territory though have ICT centre but are inadequate to reach every students and teachers. ICT facilities in most public secondary schools are inadequate for use by both the teachers and students. ICT facilities like Computer set, Laptops, Scanners, Printers, Fax machine, GSM Phone, Memory chips, Hard disks, Flash drives, Internet connectivity, DVD, Compact disks, Cables (power and data), Word processing packages, Database packages, spreadsheet packages, presentation packages, BASIC program Corel Draw are not in many public primary schools across the country are adequate in many public secondary schools in the territory. Abara, Ogunode, & Olatunde-Aiyedun (2022) did a study in FCT and discovered that inadequate ICT facilities, unstable power supply, unstable internet services, high cost of internet services, poor implementation of ICT policies, poor ICT literacy of Care-giver, poor maintenance culture, corruption, high cost of ICT facilities and inadequate funding of ICT programmed are the problems hindering effective use of ICT for school administration at the early child education centres in Gwagwalada area council of FCT.

### Unstable Power Supply

Unstable power supply is another factor hindering effective usage of ICT for implementation of Economics programme in public secondary schools in FCT. Many public secondary schools are located in the rural areas where there is no constant power supply. The inability of these public secondary schools to access constant electricity is affecting the use of ICT for teaching and learning of Economics. Ogunode, Okwelogu, Olatunde-Aiyedun (2021) observed that about 45% of Nigeria are not accessing constant electricity. This situation is affecting the various educational institutions from deploying and using ICT for academics purpose and administration. Many educational institutions in the country lack access to constant supply of electricity because of poor coverage. Many schools are located in the communities and areas that have not be connected to electricity. Ogunshola and Udeozor (2016), carried out a research and discovered that some of the challenges of ICT utilization in senior secondary schools are the lack of/weak electricity supply, inadequate telecommunications infrastructure and limited internet access in substantial parts of the country. Therefore, the study examined the principals' utilization of ICT resources in public and private senior secondary schools in FCT, Abuja, Nigeria.

### Poor Internet Services

Poor internet services in the federal capital territory is hindering the effective use of ICT for the teaching and learning of Economics in public secondary schools across the territory. Poor internet services is a common problem in FCT, Nigeria, The various internet services are not stable and strong. Chukwuaguzie, & Shehu, (2021) submitted that there is low level of Internet connectivity in Nigeria especially in North- Central States of Nigeria. We still utilize thin band-with, non-existing intra-regional connectivity and inefficient fixed lines Inhibited by inter- exchange congestion. We depend on VSAT for our Internet connectivity, which has a much lower quantity and more expensive than land-based connection. Moreover, there are few Internet service providers in the country and they charge high fees that may not be easily affordable to many people. Onyekachi, & Yahaya (2021) opined that poor Network service or poor internet service is another problem preventing effective adoption of ICT for school administration in public secondary school in in north central Nigeria. There is limitation to internet access in many educational institutions due to poor quality. Educational institutions in Nigeria suffer poor or no internet access especially public secondary schools in rural areas that don't access internet service

### High Cost of ICT Facilities

ICT facilities are very expensive. This is preventing many public secondary schools from using ICT for teaching and learning of Economics. Ogunode, Okwelogu, Yahaya, & Olatunde-Aiyedun, (2021) pointed out that high cost of ICT facilities is another problem that prevented many Post-Basic Education and Career Development (PBECD) in Nigeria no to switch to virtual learning. Many of the Post-Basic Education and Career Development (PBECD) in Nigeria are underfunded and this their purchasing power to procure ICT facilities in their various schools. Cost has been reported as one of the factors which influence provision and use of ICT services (Ogunode, Okwelogu, Yahaya, & Olatunde-Aiyedun, 2021; Jegede & Abashi 2019). The cost of computers is too high for many to afford. Monthly Internet rates are exorbitant and the charges for satellite television are unaffordable for most people in Africa. This has made it difficult for Nigerian secondary schools to acquire and install ICT facilities for the use of teachers and students. Oyekanmi, (2016) cited Alesinloye (2006) reported in his survey that, cost of obtaining a computer, weak infrastructure, lack of skills, lack of relevant software, and limited access to the internet are the factors impeding the successful use of Information and Communication Technology in Nigerian education. This is rightly observed, presently, the nation has only crude oil as her major exporting goods, while machinery like cars, computers, and the likes are the country major importing goods. Unfortunately, this is a great discouragement to the adoption of computer in the country. Onyekachi, & Yahaya, (2021) submitted that the high cost and maintenance of ICT facilities coupled with shortage of funds to procure the facilities impede the

acquisition of ICT skills by teachers and student Central States of Nigerian schools. The ugly situation which is traceable to poor funding is which rests directly on the shoulder of government.

### **Shortage of ICT Expertise**

Many public secondary schools in Federal capital Territory, Abuja are not having adequate ICT officers to help the schools operate and maintain the ICT facilities. Allison, & Allison, (2014) investigated the performance analysis and evaluation of the use of e – learning facilities for teaching and learning in public junior secondary schools in Abuja Municipal Area Council of FCT, Abuja, Nigeria and outcome of the study shows that there was serious shortage of e – learning/ICT teachers in our public junior secondary schools in FCT. The study also reveals that most of the school lacks the e – learning facilities, thereby making it difficult for e – learning to take place in such schools. The study further reveals that most of the facilities available were not in proper use or not in use at all because of one problem or the other. The only materials that most of the schools have are chalk board and some white boards. It was also recommended that government through the Education Secretariat of FCT Abuja should among other things recruit more ICT/e – teaching teachers to man all these facilities in the various junior secondary schools across Abuja.

### **Poor Implementation of ICT Policies**

Poor implementation of ICT policies in public secondary schools in federal capital territory is among the factors responsible preventing effectively use of ICT for teaching and learning of Economics programmed. Ogunode, Okwelogu, Yahaya, & Olatunde-Aiyedun, (2021) observed that poor implementation of ICT policies in the public Post-Basic Education and Career Development (PBECD) in Nigeria hindered the full deployment of ICT facilities for teaching and learning in majorities Post-Basic Education and Career Development (PBECD) in Nigeria. Nji, & Idika (ND) carried out a study that investigates on the utilization of information and communication technology (ICT) in teaching and learning of Economics in Senior Secondary Schools in Nsukka education zone and the results indicate that teachers had low utilization of ICT in teaching and students also had low utilization of ICT in learning of Economics in Senior Secondary Schools in Nsukka Education Zone. Also, gender had no significant difference in the utilization of ICT in both teaching and learning of Economics in Nsukka Education zone.

### **Poor ICT Literacy of Economics Teachers**

Many Economics teachers are not Computer literate and this is affecting their usage of ICT for the implementation of teaching programmer in Economics programmed. Ogunode, Okwelogu, Yahaya, & Olatunde-Aiyedun, (2021) opined many Post-Basic Education and Career Development (PBECD) teachers in Nigeria are not computer literate. Abdul-Salaam, (2012) in Oyo state, Nigeria found out that more than half of the teachers cannot start a computer, only about 15% can work with MS word and less than 10% can use MS excel, MS access, browse the internet and use the computer to teach in class.

### **Poor ICT Literacy of Economics Students**

Poor ICT literacy of many Economics students in public secondary schools in the territory is affecting the students learning programme. Though many students in the cities across FCT are computer literate but the majorities in the rural areas are not computer literate. The inability of the Economics students to use ICT effectively is hindering the development of ICT for teaching and learning of Economics in public secondary schools in FCT. Jegede, Diaka, & Ogunode (2021) carried out a study that investigate the challenges preventing the use of information communication technology for the teaching and learning of Christian Religious Studies in public senior secondary schools F.C.T and the result showed that inadequate ICT facilities, poor computer literacy of Christian Religious knowledge teachers, poor computer literacy of Christian Religious knowledge students, unstable power supply, poor internet services, poor implementation of ICT policies, inadequate funding of ICT programmed and high cost

of ICT facilities is preventing effective use of information communication technologies for the teaching and learning of Christian Religious Knowledge in public secondary schools in Federal Capital Territory, Abuja.

### Way Forward

To address these problems, the following were suggested:

- a. The government should increase the funding of the ICT programs in all the public secondary schools in Federal Capital Territory, Abuja. This will make funds available for school administrators to pursue adequate ICT facilities for students' use.
- b. The government should provide adequate ICT facilities in all public secondary schools in Federal Capital Territory, Abuja. This will provide opportunities for Economics teachers and students to use ICT for teaching and learning in their schools.
- c. The government should ensure that internet services providers are providing quality internet services across the country and that more rural and communities are covered with internet services
- d. The government should ensure that the power supply is stable and available to all educational institutions, especially the public secondary schools across the country. This will allow teachers and students to use ICT for teaching and learning
- e. The government should subsidize the high cost of ICT facilities for educational institutions. This will make many schools afford the ICT facilities for school administration.
- f. The government should employ more computer teachers and deploy them to public secondary schools. This will boost the teaching and learning of Economics in public Secondary schools across the territory.
- g. The government should design a programme for the training and retraining Economics teachers and students to enable them acquiring the ICK skills and knowledge.

### Conclusion

Economics is one of the subjects offered in the public secondary schools in Federal Capital Territory, Abuja and Information communication technologies are used for its implementation. However, the deployment of Information communication technologies for the teaching and learning of Economics in Federal capital seem to be faced with many challenges. Inadequate ICT facilities, unstable power supply, poor internet services, high cost of ICT facilities, shortage of ICT expertise, poor implementation of ICT policies, poor implementation of ICT policies, poor ICT literacy of Economics teachers and poor ICT literacy of Economics Students were identified as the factors hindering effective deployment of ICT for teaching and learning of economics in Federal capital Territory, Abuja. To address these problems, the following were recommended; that the government should increase the funding of the ICT programs in all the public secondary schools in Federal Capital Territory, Abuja. This will make funds available for school administrators to pursue adequate ICT facilities for students' use and the government should provide adequate ICT facilities in all public secondary schools in Federal Capital Territory, Abuja. This will provide opportunities for Economics teachers and students to use ICT for teaching and learning in their schools etc.

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