

Implementation of National Policy on Information Communication Technology (ICT) in Public Secondary Schools in Nigeria: Problems and Solutions

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ABSTRACT

The implementation of National policy on information communication technology in public secondary schools in Nigeria is faced with many problems. This paper critically examined the problems hindering effective implementation of National Policy on Information Communication Technology in Nigerian public secondary schools. To do, Secondary data were adopted to provide empirical facts to support points raised in the paper. Inadequate funding, fall in national revenue, insecurity, corruption, inadequate ICT Expertise, shortage of infrastructural facilities, political instability and policies instability were identified as the problems hindering effective implementation of National Policy on Information Communication Technology in public secondary schools in Nigeria. To solve these problems, the paper recommended among other thing that the government should increase the funding of public secondary schools in Nigeria. e.t.c.

KEYWORDS: *Problem, School, Information, Communication, Technology*

1. Introduction

Nigerian educational system is made up of the Basic education (10 years), senior secondary school (3 years) and higher education for (4 years) depending on the programme. The secondary school education is an organized educational system designed to produce specialization education and to prepare the students for higher education. The secondary school education in Nigeria is include under the Post-Basic Education and Career Development (PBECD) which is defined by the National policy on education (2013) as the education children receive after a successful completion of ten years of Basic Education and passing the Basic Education Certificate Examination (BECE) and Junior Arabic and Islamic Studies Certificate Examination (JAISCE). It includes: (i) senior secondary education, (ii) higher school; and (iii) continuing education given in Vocational Enterprise Institutions (VEIs) to either Basic Education graduates who are not proceeding to Senior Secondary Schools, or Senior Secondary graduates that are not proceeding to the tertiary level, as a means of preparing them for the world of work, wealth creation and entrepreneurship.

The objectives of Post-Basic Education and Career Development (PBECD) are to: a. Provide holders of the Basic Education Certificate and Junior Arabic and Islamic Studies Certificate with opportunity for education of a higher level, irrespective of gender, social status, religious or ethnic background;

b. offer diversified curriculum to cater for the differences in talents, disposition, opportunities and future roles; c. provide trained manpower in the applied sciences, technology and commerce at sub-professional grades; d. provide entrepreneurial, technical and vocational job-specific skills for self-reliance, and for agricultural, industrial, commercial and economic development; e. develop and promote Nigerian languages, art and culture in the context of world's cultural heritage; f. inspire students with a desire for self-improvement and achievement of excellence; g. foster patriotism, national unity and security education with emphasis on the common ties in spite of our diversity; and h. raise morally upright and well-adjusted individuals who can think independently and rationally, respect the views and feelings of others and appreciate the dignity of labour.

The realization of the objectives of Post-Basic Education and Career Development (PBECD) depends on the availability of materials and human resources available in the educational institutions. The human resources is made up of the teachers and non-teaching staff while the materials resources include ICT resources etc.

Ogunode, Okwelogu, Olatunde-Aiyedun, (2021) cited Patrick. & Brenda. (2018) who opines that that information and Communication Technology (ICT) is an umbrella term that includes any communication device or application encompassing radio, television, mobile phones, computer hardware and software, internet, satellite systems and so on as well as the various services and applications associated with them such as video conferencing and distance learning. It is the use of scientific devices in providing information faster and better. It involves the use of the computer software and other communication services together with their associated documentation. ICT brought about the use of internet. Vijayakumar and Vijayan (2011) viewed ICT as the application of computers and technologies for acquisition, organization, storage, retrieval, and dissemination of information.

Ogunode, Okwelogu, Olatunde-Aiyedun, (2021) and Dhanavandan, Esmail, Mohammed and Nagarajan (2012) stressed that ICT has drastically changed every facet of human endeavors of which library is not an exception, such that libraries are now deeply engaged in digitization of almost all library resources in order to provide a fast, interactive and dynamic information services to users. In reflection to that, information has therefore been disseminated speedily around the globe due to advancement in the channel of communication. Library resources are being transformed from print to digital and web resources, which is being used extensively and subsequently resulted in tremendous growth of information dissemination and service delivery in the library. The use of Information and Communication Technology (ICT) facilities in performing library functions are becoming very useful in the libraries because it makes service delivery to the user faster and more efficient.

Ogunode, Okwelogu, Olatunde-Aiyedun, (2021) observed that information and Communication Technology (ICT) is used by all human resource in the educational institutions. The students used information and Communication Technology (ICT) to support their learning programme. Information and Communication Technology (ICT) helps students to carry out research, writes examination, check their result, submit assignments, 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. The non-academic staff used information and Communication Technology (ICT) to carry out non-academic service like storage of students and staff information, sending and receiving memo, student payment etc.

Information and Communication Technology (ICT) is one of the technological resources that is serving as a teaching aid for the teachers and is transforming the teaching process in way that making

teaching simple and interesting. Information and Communication Technology (ICT) is one of the resources available for teachers for the implementation of school curriculum. It is the faster teaching aid for delivering teaching programme in the schools. Information and Communication Technology (ICT) is a learners aided resources making learning interesting for students. Information and Communication Technology (ICT) is a technological learning resources that is blocking many barriers to learning programme. With information and Communication Technology (ICT), students can explore the world of information to improve their learning. It provide the opportunity for fast learning, easy learning and flexible learning. Information and Communication Technology (ICT) deployment in the school administration gurantee effective of the school in term of effective and efficient academic service delivering. It has been observed that development of information communication technology in the Nigerian public secondary schools is slow as a result of poor implementation of information communication technology policies. Based on this, this paper intends to discuss the implementation of ICT policies in the public secondary schools in Nigeria: problems and solutions.

2. Concept of National Policy and Information Communication Technology

ICT refers to 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 (Federal Republic of Nigeria, 2019). Information communication technologies are technological resources made up of hard ware and software that deals with data and information management for the purpose of improving effectiveness and efficiency data distribution, collation and organization.

The National Policy on Education (2013) section states that Government shall provide appropriate information technology (IT) facilities to support the educational system. Government shall provide facilities and necessary infrastructure for the promotion of Information Technology (IT) at all levels of education. The Federal Ministry of Education, recognizing the need to reposition education sector in Nigeria to meet global standards and competitiveness, developed the National Policy on Information and Communication Technologies (ICT) in Education in collaboration with relevant stakeholders. The policy was subsequently approved by the Federal Executive Council in April 2010 for implementation across the Federation. The policy aims at ensuring qualitative education for the enhancement of sustainable socio-economic development, global competitiveness and the individual's ability to survive in the contemporary environment. The Policy also provides the needed guidelines on expectations for the entire process of ICT integration in education to all stakeholders. Its implementation is expected to lead to speedy transformation of teaching, learning and educational administration in Nigeria.

In order to reposition education in Nigeria and ensure full integration with ICT, the Nigerian government reviewed the 2010 ICT document and came out with 2019 National policy on information communication technology in education according to Federal Republic of Nigeria, (2019) objectives are to:

- (i) To facilitate the teaching and learning processes.
- (ii) To promote problem-solving, critical thinking and innovative skills.
- (iii) To promote life-long learning and advance knowledge.
- (iv) To enhance the various teaching/learning strategies required to meet the needs of the population.

- (v) To foster research and development.
- (vi) To support effective and efficient education administration.
- (vii) To enhance universal access to information.
- (viii) To widen access to education and the range of instructional options and opportunities for anywhere, any-time, any-pace and any-path learning.
- (ix) To promote commercialization of ICT in Education.
- (x) To develop and support technical infrastructure that maximizes digital creativity, sharing and innovation.

Policy Thrust of the policy according Federal Republic of Nigeria, (2019) include;

Government shall:

- (i) build and encourage the development, utilization and sustenance of the ICT manpower required to achieve an ICT-enhanced Education;
- (ii) establish and sustain a common ICT infrastructure platform for education at all levels;
- (iii) ensure and encourage Research and Development (R&D) in ICT and ICT in Education;
- (iv) engage in and encourage regular stakeholder consultations (including the Private Sector), sensitization of the learning community, public awareness and inter-governmental relations to achieve a broad-based consensus on ICT in education;
- (v) provide appropriate legal, regulatory and security framework to ensure that ICT in Education and the conduct of related activities are focused on achieving ICT-enhanced Education;
- (vi) adopt innovative and creative financing models for ICT in Education; and
- (vii) use M&E as a veritable tool in ICT in Education for tracking policy implementation, efficient service delivery and compliance (Federal Republic of Nigeria, 2019).

2.1 State of Information Communication Technology Facilities in Public Secondary Schools in Nigeria

Studies across geo-political zones in Nigeria on ICT by different researcher showed shortage of ICT in public secondary schools. For instance in North central political zone, Bonnie, & Tijani, (2020) study investigated the availability, awareness, and use of electronic resources by Students in Federal University, Lafia, and Nasarawa State University, Keffi. The study reveals Lack of advanced searching skill, navigation problems, library staff indifference, poor internet connectivity, technological constraint, lack of ICT skill, student poor orientation, frequent breakdown of the system, lack of personal laptop and other electronic gadgets, erratic power supply, and lack of awareness and use of electronic information resources by some students.

In Easter geopolitical zone, Nwachukwu, & Ndunagu, (2020) did a study to find out perceived challenges of teaching and learning of computer studies in selected senior secondary schools in Owerri West LGA of Imo State and the result showed that the challenges facing the teaching and learning of computer studies include, inadequate ICT facilities, Non integration of ICT into the school curriculum, Poor ICT policy implementation strategy in schools and more.

In South west part of Nigeria, Aboderin and Solomon (2014) investigate the factors militating against the implementation of computer education in secondary schools in Ondo State South West, Nigeria. The study revealed that computer resources were lacking in schools. Moreover, the study revealed that budgetary and funding constraints militating against computer education in schools; there is lack

of trained manpower in teaching computer education in schools; the school 54 community show positive attitude towards the teaching and learning of computers in schools; there is no adequacy of time for the computer lessons on the timetable.

In South-South political zone, Tambari, & Ngor (2016) carried out a study that investigated effectiveness of Information Communication Technology (ICT) in teaching and learning in Public Senior Secondary Schools in Ogoni Area of Rivers State. It was found that ICT tools were not utilized in the school.

In North- Easter political zone, Abubakar (2016) did a study that aimed at assessing how ICT is used in teaching and learning in Nigerian public secondary schools particularly those from the Northeastern States from the viewpoint of students, instructors and administrators. The result shows that the use of ICT facilities are very low and this is attributed to the poor policy implementation, lack of basic social amenities and insecurity and in North-West political zone, Bashar, & Umar, (2019) conducted a research to find out the adequacy, management activities, and challenges that affect the ICT facilities in higher education systems in Sokoto State. The findings indicated that the ICT facilities were available in the institutions and, to some extent, adequate. It was also discovered that the institutions were using the ICT in planning administrative and academic programmes, communicating directives and other information to the staff and students, recruit students and keep vital records. However, it was found that the institutions face many challenges in using the ICT facilities such as unreliable electricity supply, poor maintenance attitude, insufficient personnel to man the ICT facilities, high cost of ICT equipment, lack of proper orientation, and inadequate funding.

Fahm, Azeez, Imam-Fulani, et al (2021) conducted a study that examined the prospects and challenges of using ICT in the teaching and learning processes of Almajiri children's education in Nigeria. The results showed that while the official language of instruction in schools in Nigeria is English, the language often spoken by children and teachers was Hausa. Also, while teachers and parents were quite familiar with ICTs such as mobile phones, computers, and television, the Almajiri children were more familiar with television and mobile phones, and very few had used a computer.

Eze (2011) found out that, Information and Communication Technology is fast becoming integrated into the national educational policies, however, the implementation has been flawed. The full implementation of Information and Communication Technology polices in educational plans would have resulted to the production of highly skilled, well informed and fortified products adequately equipped to cope with the rigours of tertiary education or the challenges of changing communities.

2.2 Concept of Implementation

Implementation is an integral part of planning process. Implementation is a stage of stem by step carrying out the designed plan and programme with the aims of attaining the goals of the plan document or programme within the set time. Ogunode, Jegede & Ajapa (2021) sees implementation is the systematic way of carrying out planned document or projects. It is the act of executing policies, programme and projects. Implementation is a process of coordinating activities of carrying out drafted planned, policies and projects. In educational institutions, implementation is a must. We must implement planned educational policies and programme to realize the objectives of education. Implementation in education must follow a defined process and pattern to be successful. Policy implementation according to Manafa, (2011) depends on some factors which include knowing what you want to do and the availability of the required resources. Implementation becomes possible when the resources have been mapped out for the project. Implementation is viewed by Franklin (1982), as activities include amassing resources needed to mobilize and carry out responsibilities, planning specific programme designs, using legislation and translating them into specific regulations,

organizing staff and creating or amending appropriate routines and providing the benefits and services to intended recipients.

3. Problems that Faced Implementation of 2010 National Policy on Information Communication Technology

Inadequate funding, fall in national revenue, insecurity, corruption, inadequate ICT Expertise, shortage of infrastructural facilities, political instability, policies instability,

3.1 Inadequate Funding

Inadequate funding of education and information communication technology education programme in Nigeria is responsible for the poor implementation of the national policy on information communication technology in Nigerian educational institutions. The funding of education in Nigeria have been described as inadequate to implement education programme by Ogunode (2020). The funding of education during that period of implementation fell below the UNESCO 26% recommendation for developing countries. The educational funding from 2010, 2011, 2012, 2013, 2014, 2015 had N293 bn (7.19%), N393 bn (9.31%), N453 (9.15%), N499 (10.15%), N494 (10.54%), N434 (10.71%) and 2016, 2017, 2018, 2019 and 2020 with N4.31 (7.52%), N551 (7.41%), N605.8 bn (7.04%), N620.5 bn (7.02%) and N671.07bn (6.7%). From the above it is clear that education funding in Nigeria is poor and is affecting the development of education and ICT education. Ogunode & Onyekachi (2021) concluded that poor funding of education in Nigeria is responsible for the following; inadequate infrastructural facilities, inadequate professional teachers, shortage of instructional materials, poor quality of education, poor capacity development, poor supervision and strike actions. Additionally, Avis (2014) noted that, the educational system in Nigeria is so underfunded to the extent that basic instructional materials such as computers and other Information and Communication Technology infrastructures are provided for effective teaching and learning.

3.2 Fall in National Revenue

Another factor responsible the poor implementation of the National policy on information communication technology in Nigerian public secondary schools is the fall in the national revenue of the country. The Nigerian economy depends mostly on oil revenue which is not stable. Nigeria as a country have been experiencing negative growth in revenue generation for the past decade since the fall of oil price at the international market. Noun (2017) submits that education contributes to economic growth through increased Gross Domestic Product arising from the additional training of the labour force. Government devotes resources to education. However, the proportion of the national resources that will be devoted to education will depend on the rate of economic growth of a nation. If the economic growth rate is low, it may be difficult for the government to devote more resources to education. Ogunode & Onyekachi and Punch (2021) observed that the total revenue projection for the six-year period was N31.9tn, while about N16.9tn was generated, resulting in a shortfall of N15tn. The short fall in the national revenue is affecting the funding of education, especially the Basic education in Nigeria. Mark (2021), observed that budget revenue projections of the federal government based on the amended 2020 Budget Framework was N5.365 trillion, showing a quarterly estimate of N1.341 trillion. However, the total revenue inflow of the Federal Government stood at N3.418 trillion as at the end of December 2020, representing a N1.947 trillion (36.29 percent) shortfall from 2020 annual budget estimate.

3.3 Insecurity

The insecurity problem in Nigeria is consuming a lot of monies that supposed to be used for the development of other sector like education and ICT education. Every year billion of naira is

budgeted for the fighting of the bandits, insurgents and criminal elements in the country. Ogunode & Onyekachi (2021) submitted that insecurity challenge facing Nigeria as a country is consuming huge financial resources of the country every year preventing development of other sector like education and health. Every year the Nigerian government budgeted huge among of funds for fight insecurity in the country. Yakubu, (2021) submitted that the military needed an annual budget of at least \$2 billion to fight terrorism and other causes of insecurity in the country. This is just as the Minister of Finance, Zainab Ahmed, last week disclosed that Nigeria plans to borrow N722.53 billion (\$1.76 billion) from domestic capital markets to fund the fight against insecurity (Msugh 2021, Tuesday, 5th October 2021). Report by Guardian Newspapers shows that from 2015 to date, security budgets have been on the increase just as total national budgets increased. In 2015, when the national budget was N4.405 trillion, the total budget for the security sector was N988, 892,506,442. In 2016, when the budget rose to N6.06 trillion, the security sector got N1.07 trillion, just as it got N1.15 trillion in 2017 when the budget rose to N7.44 trillion. In 2018, the budget was N9.12 trillion while the security sector got a total vote of N1.35 trillion. And in 2019 and 2020, the budget was N8.92 trillion and N10.59 trillion, while security got N1.4 trillion and N1.8 trillion respectively. In the N13.59 trillion 2021 budget, defence and security got N1.96 trillion with another N722.53 billion about to be added through the supplementary budget. Nigeria military budget is greater than the combined armed forces spending of the rest of West Africa. In 2018, for instance, the sum of N1.276 trillion was fully disbursed to the agencies in the following order: Defence – N576 billion; Interior – N577 billion and the ONSA – N123 billion. In the following year, a cumulative sum of N1.328 trillion was received (Guardian Newspaper, 2021). The insecurity problem was among the factor that affected the implementation of the policies on ICT for 2010 in Nigeria. Ogunode, Jegede & Ajapa (2021) also submitted that insecurity in Nigeria is another big problem preventing the implementation of policies on primary school education in Nigeria. Many policies designed and formulated to develop the primary school education in Nigeria is been frustrated by insecurity challenges.

3.4 Corruption

Corruption is another major problem that affecting the implementation of the National policy on information communication technology in Nigeria. Transparency International report revealed that 66 percent of the money Nigerian governments allocate to education is stolen by corrupt officials. According to the report, corruption is commonplace in education systems across the Economic Community of West African States (ECOWAS). “This affects education access, quality, inclusion and learning outcomes with devastating consequences, not only for national economic growth but also for the life chances of children, their families and communities,” the report said. The report highlighted “Resource misallocation, corrupt procurement, exchange of sex for grades, examination malpractices, fake qualifications, teacher absenteeism, and corrupt recruitment practices” as the various corruption risks and challenges facing education systems in all the countries (Premiumtimes 2020). UNESCO 2014 reports on *Teaching and Learning: Achieving Quality for All* shows that Nigeria is among the 37 countries that are losing money spent on education, because children are not learning. UNESCO disclosed that the menace is already costing governments USD 129 billion a year. It stressed further that despite the money being spent, rejuvenation of primary education is not so soon because of poor-quality education that cannot ensure that children learn (NEEDS, 2014). Noun (2017) observed that indiscipline and corruption have eaten deep into the fabrics of Nigeria society. In fact, indiscipline and corruption are today found in the industrial sector, in health institutions, in government agencies and parastatals, and even in educational institutions that were once known for order and decorum. In the ministry of education, some officials embezzle funds meant for specific projects in schools. There are others who divert funds meant for education to other channels. For instance, some officials divert funds meant for the erection of classroom blocks into games and sports. Some others insist on gratification for every task to be accomplished or any project

to be undertaken. Some administrators receive gratification for the award of contract concerning the construction of science laboratories or the procurement of teaching equipment. Edeh (2020) opines that corruption constitutes the greatest challenge to improving the quality of education in Nigeria. Corruption leads to diversion of funds meant for education development programmes and quality improvements. Despite the poor financial allocation to the education, the available ones are often mismanaged, misappropriated and looted. Ogunode, (2021) identified the effects of corruption on educational institution to include reduction of funds for administrative functions, shortage of infrastructural facilities, shortage of academic staff, poor quality of education, resources wastage, increase in administrative cost, hampering development of public universities and resulting to poor image of public universities in international communities.

3.5 Inadequate ICT Expertise

Inadequate ICT professional teachers and expertise in educational institutions to implement the segment of the teaching and maintenance of ICT facilities for sustainability were lacking. This shortage of ICT professional affecting the smooth implementation of the National policy on information communication technology in Nigeria. Ogunode & Ahaotu (2021) observed that the roles of the teachers in the curriculum implementation in all educational institutions cannot be underestimated. The teachers are the engine room of the educational system. The teachers determine the quality of education and the realization of educational objectives. The functions of the teachers include delivering of lesson, lesson preparation, lesson planning, students' assessment and report sheets preparation. At the basic education, the Independent Newspapers (2019) reports that there was a deficit of 135,319 teachers at the Early Childhood Care Development Education, 139,772 deficit in primary schools and 2,446 shortage in Junior Secondary Schools across the nation. NEEDS (2014) observed that evaluation and ICT competencies were very low among the teachers, as less than 50 per cent demonstrated these competencies. Data from tertiary institutions tends to follow the same trend. Teachers in colleges of education were perceived to be deficient in evaluation skills, pedagogical and ICT competencies, with less than 50 per cent of them being competent in these areas. More than 50 per cent of university teachers did not have pedagogical skills, counselling and ICT competencies required for efficient service delivery in tertiary institutions.

3.6 Shortage of Infrastructural Facilities

Shortage of ICT facilities in educational institutions also preventing effective implementation of the National policy on information communication technology in public secondary schools in Nigeria. Ogunode & Adah (2020) submitted that infrastructural facilities are required for the implementation of educational policies to implement teaching, learning and research programme. Infrastructural facilities include classrooms, laboratories, workshops, staff offices and libraries. Others include hostels (in residential institutions), staff quarters, students and staff recreational facilities, sports and games facilities. They also include roads, electricity and water supplies. Infrastructural facilities is one major problem preventing effective implementation of educational policies in Nigeria because no meaningful teaching and learning can take place without adequate infrastructural facilities available. It is have been observed by many researchers that inadequate infrastructural facilities is a common problem affecting the entire educational system in Nigeria. Ndyer (2012) who found out that, most secondary schools in Nasarawa state lacked Information and Communication Technology infrastructures. The implication of this finding is that, our secondary education is not adequately preparing the students to cope with the challenges of the digital age.

3.7 Political Instability

Political instability problem in Nigeria have been identified as a major challenge to effective policies implementation in the country especially the National policy on education in Nigerian schools.

Nigeria is a democratic state and she changes a political administration every four years which have been described affecting development of educational policies. From year 2011 to 2015 to 2019, there have been two different presidents with different parts and political agenda. Ogunode & Adah (2020) posits Political instability is another major problem preventing effective implementation of educational policies in Nigeria. Political instability is one of the features of third world countries like Nigeria. Many educational policies have been put to hold due to changes in government or administration from one political party to another political. Manafa, (2011) submits that is, constant change in power or system of government in the past has contributed to the problem of ineffective implementation of the policy statement of Education For All (EFA).

3.8 Policies Instability

Policies instability in Nigeria is hindering effective policies implementation especially educational policies. The implementation of the National policy on information communication technology in Nigeria is also affected by the problem of policies instability. The National Policy on education 2004 that was used to prepared the National policy on ICT 2010 have been modified to National Policy on education 2014 now, this implies that the variable used to designed and formulated the 2010 ICT policies have changed. This is one of the factor that led to the poor implementation of the 2010 National policy on ICT. Ogunode, Jegede & Ajapa (2021) and Noun (2012) observed that the educational system in Nigeria has witnessed various policy enactments and plans. Unfortunately, many of them never saw the light of day. Sometimes, they are implemented, but no full implementation. Many end up on the papers on which they are prepared and designed either as a blueprint or white-paper. Many well-intended policies in the past were aborted in the process of implementation. This was common during the military rule, when the polity was very unstable because of coups and counter-coups. A new regime of rulers always failed to sustain the implementation of educational policies and programme of their predecessors. Instability of governance did a lot of havoc for a long time in the country. Ogunode, Jegede & Ajapa (2021) and Noun (2012) also pointed out that different political parties with different visions and manifestoes may not implement educational policies and plans in the same way. The situations when educational policies are not implemented or partially implemented cannot usher in educational development that could aid the realization of national aspirations. Odukoya (2011) observed that politics and frequent changes in government tend to negatively affect the implementation of the National Policy on Education. He opined that the instability in the system of governance, coupled with constant changes in ministers and commissioners led to the level of the crises the national education system has witnessed over the years and the inconsistency and often contradictory nature of the educational policies and practices.

4. Recommendation

Based on the problems identified, the following have been recommended:

1. Adequate funding of secondary school education. More funding should be allocated to the funding of information communication technology at the public secondary.
2. More ICT infrastructural facilities should be provided in all the public secondary schools across the country.
3. Corruption in the administration of public secondary schools should be eradicated by using various anti-corruption agencies in the country.
4. For effective implementation of ICT policies in Nigeria, the government should employ more professional ICT teachers and post them to all educational institutions where is shortage of ICT teachers.

5. The government and especially the political officeholders should develop positive attitudes towards the policies continuity and implementation in the country.

Conclusion

The roles of information communication technology in the implementation of educational programme and attainment of educational objectives cannot be underestimated. Information communication technology is a technological resources that is applicable in all areas of education. In the secondary schools education, both the schools administrators, teachers and students are using the technologies to carry out academic activities. The important of information communication technology in the realization of educational objectives made the Nigerian government to developed National policy on information communication technology to aid the development of information communication technology in all educational institution especially in the public secondary schools in Nigeria. However, the implementation of National policy on information communication technology in public secondary school in Nigeria is faced with many problems. This paper identified inadequate funding, fall in national revenue, insecurity, corruption, inadequate ICT Expertise, shortage of infrastructural facilities, political instability and policies instability as the problems hindering effective implementation of National Policy on Information Communication Technology in public secondary schools in Nigeria. To solve these problems, the paper recommended among other thing that the government should increase the funding of public secondary schools in Nigeria. More ICT infrastructural facilities should be provided in all the public secondary schools across the country. Corruption in the administration of public secondary schools should be eradicated by using various anti-corruption agencies in the country. For effective implementation of ICT policies in Nigeria, the government should employ more professional ICT teachers and post them to all educational institutions where is shortage of ICT teachers. The government and especially the political officeholders should develop positive attitudes towards the policies continuity and implementation in the country.

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