

Schools in Eti-Osa Local Government Area of Lagos State. A B.Sc. (Ed.) Project in the Directorate of Degree Programme, University of Ibadan in affiliation with Michael Otedola

College of Primary Education, Noforija- Epe, Lagos.

Salawu, F. (2019). *Extent of Utilization of Computer Technology Resources among Medical and Law Students in three Federal Universities in*

PERCEPTION OF PRE-SERVICE TEACHERS IN COLLEGES OF EDUCATION ON BASIC EDUCATION AND VALUE SYSTEM IN OSUN STATE, NIGERIA

¹Babatunde Adeniyi ADEYEMI, Ph.D & Ayomiposi Rebecca AKINRIMISI, Ph.D

Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria

Email: ¹adeyemibabs2003@yahoo.com

Abstract

The study examined the perceived relevance of value in the contemporary society. It also investigated the perception on the appropriateness of teaching of value education at basic level and finally determined the challenges confronting teaching of value at basic education level. The study employed descriptive survey research design. The population for the study consisted of final year pre-service teachers in Colleges of Education in Osun State. The sample size was made up of 300 pre-service teachers selected from the existing five Colleges of Education using proportionate sampling technique. Three research questions emanated from the study. An instrument tagged 'Basic Education and Value System Questionnaire' (BEVSQ) was used to collect data for the study. The data were analyzed using frequency counts, simple percentages, means, standard deviation and rank. The study revealed that value is a basic ingredient for the existence of any society and for effective living, hence a high perception. It was also revealed that value should be taught at basic level of education. Also, value disorientation ($M=3.62$, $SD=0.65$), home background ($M=3.55$, $SD=0.77$), misconception of ideas ($M=3.53$, $SD=0.75$) are the major challenges confronting the teaching of value at basic level of education. The study concluded that Education will surely be incomplete if it didn't involve the study of human values that can help every child become a kinder, compassionate and empathetic individual thus nurturing emotional intelligence in every child. The study therefore recommended that essential values for basic living should be inculcated and taught at basic level of education which will serve as basic foundation for future development of a child.

Keywords: Basic education, Pre-service teacher, Value system, Perception

Introduction

Education is an age-old concept that has existed since man inhabited the universe. It is a process of transmitting what is worthwhile from generation to generation. The primary purpose of education is to produce effective members of the society whose three 'Hs' – head, heart, and hands have been well developed to enable them to live as effective and acceptable human beings. Effective education should prepare members of the society to be able to fulfill their personal needs and to perform their civil obligations

(Ajayi & Adegbesan, 2011). Education as an instrument of change seeks to change the environment through the thoughts of human beings and events in the environment (Ayeni & Adelabu, 2020). It is a process by which the individual is enabled to develop his knowledge, skills, values, and attitudes both for his benefit and for the benefit of society. Despite the myriad importance of education, it is believed that basic education is part of the bedrock of education because it entails the pre-primary education through the junior secondary education (Federal Republic of Nigeria, National Policy on Education (NPE) (2013). The importance of basic education is vital because it occupies a unique position in the educational system of Nigeria. After all, this level of education determines the academic and holistic development of pupils. Basic education provides an opportunity for a child to acquire additional knowledge, skills, and traits. In Nigeria, basic education aims at preparing an individual for useful living within the society and higher education (Alam & Farid, 2011). The primary educational system offers the child several concentrated knowledge responsible for nurturing him/her for the secondary and post-secondary (tertiary) level. The primary school has been considered a prerequisite for other levels of education such that no one can proceed to secondary school without passing through primary school, this is an establishment that forms the bedrock for the different other grades of educational achievements (Sherif, 2018).

Moreover, the primary level of education prepares the mind of the learner ready for more complex academic quests- and this is the stage where they can learn the right set of values. Furthermore, it equips the children with the basics of reading, writing, acquisition of skill and creativity, behaviour, and knowledge crucial for the necessary integration into the society. Regrettably, not every participant in primary school education advanced to the higher grades in the system. Basic education is like a precondition that every child must successfully satisfy in a bid to move a step higher. The essential training is known as the establishment of the instructive framework because a child who evades this level of education is considered unschooled. After all, basic education that can assist the child in advanced levels is provided at such a primary level (Sherif, 2018).

According to Felder (2013), basic education accepts all forms of knowledge in its scope and content as long as it will prepare the pupils to function as effective citizens and solve the problems of society. It is the melting pot for all forms of knowledge aimed at solving the problems of man in a dynamic society. Its introduction into the Nigerian educational scene from the primary level is aimed at inculcating positive values, good citizenship, moral and character training in the Nigerian child.

The major aim of teaching value education is to equip the children with the right values and culture of the society. These are some forms of value systems which always align with the culture of the environment. Value systems according to Okobia (2012) are type of culture, norms, belief, religion, education and philosophies attainable in a given society. Hence, value education is much more than making children to score good and excellent grades in the school but to make learners to be able to practice the values and norms of the society that they have learnt in order to make them global citizens.

Felder (2013) added that for teachers to effectively teach value education terms, values and concepts, the teacher must be aware of the family background of the pupils to know how to teach them differently when need be. Okobia (2012) opined that the classroom for the teaching of values and concepts must be well equipped with teaching materials that will enable the pupils to learn on time without any form of learning delays while Scharer, Pinnell, Lyons and Weimer (2012) added that it is the duty of the school as a whole to make sure that the classrooms are equipped with instructional material for the effective teaching of values and its concepts.

Value systems include the skills development of learners which include their cognitive, affective and psychomotor skills domain. Value systems produces a change in a person. The affective domain of value system controls human behaviour or attitude which reveals one's feeling. Learners' attitude towards learning or education in general affect their performance either positively or negatively. A child's right attitude to learning such as readiness to work, attentiveness, emotional stability, cooperation in group works, punctuality, perseverance, confidence and so forth, will enhance his/her learning outcomes. The reverse is the case if a child puts on negative attitude such as lateness to school, laziness, lack of cooperation, inattention, emotional instability, overplayed extra-curricular activities, procrastination, indifference and the like. Attitude affects a student's motivation to learn, (Khalil Peters,

Godfrey, McInerney and Baldini, 2016). The last aspect is the psychomotor skill domain which involves the ability of pupils to use their motor skills—that is, fine and gross motor skills.

Teachers are therefore important figures in the society whose influence is always felt in every aspect. The effectiveness of any educational system depends greatly on the educational attainment of teachers because no system of education can be qualitatively higher than the quality and commitment of its teachers. The fact remains that teaching and learning depend on teachers for there can be no meaningful socio-economic and political development in any country without teachers. It is on teachers' numbers, quality, and devotion that rest the effectiveness of all educational arrangements, development, and growth. Even the educational planners may have the best educational policies and designs, the government may vote the largest sum of its revenue to education, but the ultimate realization of any set of aims for education depends on the teacher. It is the teacher who will ultimately be responsible for translating policies into actions and principles into practice in their interactions with their students (Khalil, Peters, Godfrey, McInerney & Baldini, 2016).

Apparently, the realization of the educational objectives depends on the quality and quantity of the available teaching manpower. This can be influenced by the availability of adequate training and retraining programmes for those about to teach and those already teaching respectively. Hence, the efficiency of preservice teachers' training should be the main determining factor in the success or failure of education to meet the country's needs. Preservice teachers' training involves the implementation of policies and procedures designed to equip prospective teachers with the knowledge, attitudes, and skills they require to perform their tasks effectively in the classroom, school, and wider community (Jordan, 2015).

The role of colleges of education and faculties of education in Nigerian universities cannot be over emphasized. Faculties and colleges of education are the educational institutions that produce professional teachers who are equipped with pedagogical and anagogical skills of teaching in both primary and secondary schools. Students of colleges of education who complete their courses of study are to teach in primary and junior secondary schools while successful students from faculties of education are to teach in both junior and senior secondary schools.

The Federal Republic of Nigeria, National Policy on

Education (NPE) (2013) stated that all teachers in educational institutions should be professionally trained and teacher education programme should be structured to equip teachers for the effective performance of their duties. In addition, Information Technology (IT) training should be incorporated into preservice teachers' training, but this is not always the case. Preservice teachers' training in colleges of education has the capability of determining the social, economic, political, and moral destiny of every Nigerian citizen. This fact underscores the necessity for teacher education to be perceived as a sacred duty that must never be toyed with if teaching must fulfill its divine professional mandate of cultivating generations of highly responsible disciplined and useful Nigerians.

However, preservice teachers' training should be regarded as the bedrock for national development. The major problem facing the nation has been that of getting teachers of quality. For teacher quality to rise above the educational system, strong preservice teacher training is required. According to Ogunyinka, Okeke & Adedoyin (2015), preservice teachers training in itself is a programme designed to equip teachers with the knowledge, attitudes, behaviours and skills that is needed to effectively carry out their roles in the classroom, school, the church/mosque and the local and wider society. Ideally, preservice teachers training should be planned and organized as an unbroken continuum. This study is therefore geared towards the investigation of the perception of pre-service teachers in colleges of education on basic education and value system in Osun State, Nigeria.

Purpose of the Study

This study explored the perception of pre-service teachers in Colleges of Education towards basic education and value system in Osun State. The specific objectives are to:

- examine the pre-service teachers' perception of relevance of value in the contemporary society in Osun State;
- investigate the perception of pre-service teachers on the appropriateness of teaching of value education at basic level in the study area; and
- determine the challenges confronting teaching of value at basic education level in the study area.

Table 1: Perception of respondents on the relevance of value in the contemporary society

S/N	Perception	SA(%)	A (%)	D (%)	SD (%)	Total
1.	Value is the foundation for understanding the level of motivation	169(56.3)	76(25.3)	41(13.7)	14(4.7)	300
2.	Value influences our perception	165(55.0)	90(30.0)	37(12.3)	8(2.7)	300
3.	Value helps to understand what ought to be or what ought not to be	153(51.0)	65(21.7)	61(20.3)	21(7.0)	300

Research Questions

- The following questions were answered in this study
- What is the perception of pre-service teachers on the relevance of value in the contemporary society?
 - What is the perception of pre-service teachers on the appropriateness of teaching of value education at basic level?
 - What are the challenges confronting teaching of value at basic education level?

Methodology

The study adopted a survey research design. The population of the study comprised all the final year students of five Colleges of Education in Osun State which include Al-Ummah College of Education, Iwo; Foreign Links College of Education, Moro; Osun State College of Education, Ila-Orangun; College of Education, Ilesha; Assanusiyah College of Education, Odeomu. The sample for the study comprised 300 final year pre-service teachers selected across the five Colleges using proportionate sampling technique. The instrument used for data collection was a questionnaire developed by the researchers titled 'Basic Education and Value System Questionnaire' (BEVSQ). The instrument had three sections. Section A solicited information on demographic variables, Section B consisted of thirteen items on the perceived relevance of value in the contemporary society, Section C had twelve items that solicited information on the appropriateness of teaching value education at basic level while Section D had twelve items on challenges confronting teaching of value at basic level. Sections B and D had four options ranging from Strongly Agree (4) to Strongly Disagree (1) while Section C had two options of either Yes or No. The respondents are expected to indicate as appropriate unto them. The instrument was validated by experts in Test and Measurement. The reliability was calculated Cronbach alpha which yielded 0.71. The data collected were analysed using simple percentages and Relative Significance Index (RSI).

Results

Research Question 1: What is the perception of respondents on the relevance of value in the contemporary society?

S/N	Perception	SA(%)	A (%)	D (%)	SD (%)	Total
4.	Value contains interpretations of right or wrong	140(46.7)	104(34.7)	53(17.7)	3(1.0)	300
5.	Value influences attitudes and behaviour	169(56.3)	65(21.7)	43(14.7)	23(7.7)	300
6.	Value implies that certain behaviours on outcomes are preferred over others	182(60.7)	63(21.0)	41(13.7)	14(4.7)	300
7.	Value allows the members of an organization to interact harmoniously	171(57.0)	67(22.3)	51(17.0)	11(3.7)	300
8.	Value makes it easier to reach goals that would be impossible to achieve individually	182(60.7)	88(29.3)	21(7.0)	9(3.0)	300
9.	Values are goal set for achievements	146(48.7)	89(29.7)	55(18.3)	10(3.3)	300
10.	Values are the guideposts of our lives	133(44.3)	67(22.3)	56(18.7)	44(14.7)	300
11.	Values gives energy	37(12.3)	55(18.3)	61(20.3)	147(49.0)	300
12.	Values are important to the study of organizational behaviour	168(56.0)	77(25.7)	41(13.7)	14(4.7)	300
13.	Values are part of the makeup of a person	104(34.7)	98(32.7)	53(17.7)	45(15.0)	300

From Table 1, the result revealed that 182(60.7%) of the respondents, representing the majority strongly agreed that value implies that certain behaviours on outcomes are preferred over others, and that value makes it easier to reach goals that would be impossible to achieve individual. Also, it could be seen that 169(56.3%) of the respondents strongly agree that value is the foundation for understanding the level of

motivation and value influences attitudes and behaviour. It can therefore be concluded that majority of the respondents in the study area have a strong perception on the relevance of value in the contemporary society.

Research Question 2: Is teaching of value appropriate at basic school level?

Table 2: Descriptive statistics showing if teaching of value is appropriate at basic school level

S/N	Statement	Mean	SD	Rank
1.	Teaching value will help in taking right decision in difficult situation	0.78	0.42	10
2.	Teaching value will assist in shaping children's future	0.93	0.26	3
3.	Teaching value will assist children in finding their purpose in life	0.81	0.39	9
4.	Teaching value is a quintessential role to the holistic development of children	0.87	0.34	7
5.	Teaching value assists in inculcating a patriotic spirit among children	0.88	0.32	6
6.	Teaching value helps in promoting spirit of curiosity among children	0.73	0.45	12
7.	Teaching value helps in promoting spirit of tolerance among children	0.89	0.31	5
8.	Teaching value helps in promoting spirit of respect among children	0.96	0.19	2
9.	Teaching value assists in making sound decision among children	0.90	0.30	4
10.	Teaching value assists in developing good manners among children	0.99	0.10	1
11.	Teaching value assists in developing sense of responsibility among children	0.76	0.43	11
12.	Teaching value assists in developing sense of cooperation among children	0.86	0.33	8

Table 2 shows the perceived responses of respondents about if the teaching of value is appropriate at basic school level. As shown in table 2, it was observed that, teaching value assists in developing good manners among children (M=0.99, SD=0.10), helps in promoting spirit of respect among children (M=0.96,

SD=0.19), assist children in finding their purpose in life(M=0.93, SD=0.26), assists in making sound decision among children(M=0.90, SD=0.30), and helps in promoting spirit of tolerance among children (M=0.89, SD=0.31). Additionally, these perceived responses took the rank from 1st to 5th respectively

among other statements. These were identified by the respondents as the foremost reasons why teaching of value is appropriate at basic school level.

Research Question 3: What are the challenges confronting teaching of value at basic education level?

Table 3: Challenges confronting teaching of value at basic education level

S/N	Challenges	Mean	SD	Rank
1.	Value disorientation	3.62	0.65	1
2.	Corruption	3.36	0.79	7
3.	Infrastructural facilities	3.17	0.98	11
4.	Government policies	3.31	0.76	9
5.	Curriculum overload	3.29	0.98	10
6.	Poor value environment	3.37	0.89	6
7.	Misconception of ideas	3.53	0.75	3
8.	Poverty	3.48	0.71	4
9.	Home background	3.55	0.77	2
10.	Teacher's factors	3.32	0.77	8
11.	Pupil's interest	3.01	1.10	12
12.	Societal moral decadence	3.38	0.80	5

Table 3 shows the challenges confronting teaching of value at basic education level. As shown in table 3, it was observed that, value disorientation (M=3.62, SD=0.65), home background (M=3.55, SD=0.77), misconception of ideas (M=3.53, SD=0.75), poverty (M=3.48, SD=0.71), and societal moral decadence (M=3.38, SD=0.80) were ranked the 1st to 5th challenges confronting teaching of value. The least recognized challenges include curriculum overload (M=3.29, SD=0.98), Infrastructural facilities (M=3.17, SD=0.98), and pupils' interest (M=3.01, SD=1.10) with the respective rank of 10th, 11th and 12th.

Discussion of Findings

Findings of the study revealed that most of the respondents strongly agreed that value implies that certain behaviours on outcomes are preferred over others, and that value makes it easier to reach goals that would be impossible to achieve individually. Also, it could be seen that a large number of the respondents strongly agrees that value is the foundation for understanding the level of motivation and value influences attitudes and behaviour. It can therefore be concluded that majority of the respondents in the study area have a strong perception on the relevance of value in the contemporary society. This finding is in tandem with the study of Ajayi and Adegbesan (2011) that when the value systems of learners are well develop, they will become better civil members of the society. Ayeni and Adelabu (2020) added that they will become better citizens of the society and proffer solutions to society problems. Alam and Farid (2011) however noted that the values

training of pupils though can start from primary school but should not end there. This implies that value systems are best exhibited by the attitudes and behaviours of pupils.

It was further found that the perceived responses of respondents about if the teaching of value is appropriate at basic school level. It was shown that teaching value assists in developing good manners among children, it helps in promoting spirit of respect among children, it assists children in finding their purpose in life, assists in making sound decision among children, and helps in promoting spirit of tolerance among children. Additionally, these perceived responses took the rank from 1st to 5th respectively among other statements. These were identified by the respondents as the foremost reasons why teaching of value is appropriate at basic school level. In corroboration with Alam and Farid (2011), basic education is fundamental to the values system of learners hence developing their knowledge, skills, and traits. Sherif (2018) added that basic education is key to promoting learners' values and educational achievements. One of the main subjects to achieving this feat is Social Studies (Felder, 2013).

Results on the challenges confronting teaching of value at basic education level showed that value disorientation, home background, misconception of ideas, poverty, and societal moral decadence were ranked high as part of the challenges confronting teaching of value. The least recognized challenges included curriculum overload, infrastructural

facilities and pupils' interest. Though, Okobia (2012) stressed that value systems are type of culture, norms, belief, religion, education and philosophies attainable in a given society, however, disorientation, home background and moral decadence are on the high side in the society. Therefore, Felder (2013) noted that for teachers to effectively teach values and its concepts, the teacher must be aware of the family background of the pupils to know how to teach them differently when need be- in this direction, they need to help the pupils in becoming better ones. Therefore, the total development of learners should be looked into (Yusuf, Afolabi & Loto, 2016; Oluyimide & Adeleke, 2020).

Conclusion

The study concluded that Education will surely be incomplete if it didn't involve the study of human values that can help every child become a kinder, compassionate and empathetic individual thus nurturing emotional intelligence in every child.

Recommendation

The study therefore recommended that essential values for basic living should be inculcated and taught at basic level of education which will serve as basic foundation for future development of a child.

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A STUDY OF ICT UTILIZATION IN THE TEACHING AND LEARNING OF BASIC SCIENCE IN JUNIOR SECONDARY SCHOOLS IN OSUN STATE, NIGERIA

¹Olusegun Ojo BAKARE, Ph.D. & ²Bukola Esther OWADARA
Institute of Education, Obafemi Awolowo University, Ile-Ife, Nigeria.
¹oluseguns.bakare@gmail.com, oroluseguns.bakare@oauife.edu.ng &
²owadarabukola1@gmail.com

Abstracts

This study examines perception of teachers and students toward ICT utilization in the teaching and learning of Basic Science in Osun State Junior Secondary schools. The study employed exploratory and explanatory research design. The paper consisted of all Basic Science teachers as well as students in Ife Central Local Government Area of Osun State. Five Basic Science teachers were interviewed to gain insight into use of ICT in teaching the subject. Additionally, a total number of four hundred students offering Basic Science were randomly selected from 10 schools in the study area. The findings of the study revealed that teachers have positive perception towards ICT utilization in teaching Basic Science in the study area. Similarly, students have positive perception towards the use of ICT resources in learning Basic Science. The finding likewise showed that ICT would aid students' level of assimilation in learning the subject. Finally, the finding revealed three reasons raised by the teachers about why ICT should be integrated into the teaching of Basic Science and Technology in the Schools. The implications for the findings are discussed in the study. The paper concludes that teachers and students offering basic science in the study area have positive perception towards ICT utilization in teaching and learning of basic science. This conclusion stems from the fact that the teachers are well informed about the integration of ICT in the teaching of Basic Science.

Keyword: ICT utilization, Basic Science, teaching and learning, integration, exploration and explanation research, perception

Introduction

The generation of students being taught in schools in current dispensation are termed digital native. Digital native belongs to the age groups that are “native speakers” of digital language in the respect of Internet, computers and video games (Prensky, 2001). The digital natives are the generations of people categorized as: Millennials (born between 1980–1995) (Nicholas, 2020); Gen Z (born between 1995–2010) (Wood, Griffin, & Miranda, 2021); and Gen Alpha (born 2010 to the present day) (Jha, 2020). This set of generations are believed to be typically more fluent in the use of technology and information

and communication technology (ICT) based discussion. This simply because they were born or raised in the digital era. In this current era, technology is integral to the digital natives because students in this dispensation can adapt to the evolution of any technology. This implies that the digital natives could easily adapt themselves to any new technologies and will not avoid using the technology. The digital natives could effortlessly device how to learn and use the new technologies within the shortest possible time without much trouble (Kurt, Günüş, & Ersoy, 2013). Thus, digital natives use technology without any anxiety. It is therefore believed that the digital natives have learning preferences and styles with the use of ICT different from their teachers who belong to the previous generation (digital immigrants (Prensky, 2001)). On this note, students of this present era would expect them taught in schools with their native language, digital.

The use of ICT for teaching and learning in Nigerian Basic Education is gaining a wide spread attention in recent time. This may likely be occasioned by the global pandemic, COVID-19. Although at the international level, before the pandemic, ICT has been tremendously utilized to perform different tasks in various field of studies, like; medicine (Onditi, 2019), agriculture (Ismail, 2016), climate change education (Bakare, 2020), military (Debora, 2021), and education among others (Chukwu, 2020). Previous studies have shown that ICT has been deployed for digitization of education (Djido & Retnawati, 2022; Djurayevich, 2021) in relation to school management and security (Chukwu, 2020), as well as for teaching and learning processes (Chukwu, 2020; Crossdale, Mbaegbu, & Nwosu, 2019).

Utilization of ICT is conceived as the act of using computer related devices to perform a task in any given field. For instance Namubiru (2017) defines ICT utilization in relation to his field as the application of ICT to access market related information for market transactions (like mobile money services). Ikusika (2021) regarded ICT utilization as the extent to which ICT is used for the purpose of doing class works, assignments and or homework. Thus, in this paper, ICT utilization is referred to as the use, deployment, adoption, integration, or application of ICT resources