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## Assessment and Utilization of Educational ICT Facilities Available in Secondary Schools in Oshimili South Local Government Area of Delta State

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### **Abstract**

*This study examined Assessment and utilization of Educational ICT facilities available in Secondary Schools in Oshimili South Local Government Area of Delta State. The study adopted a descriptive survey design. Two research questions were answered and two null hypotheses were tested at 0.05 level of significance. The population of the study comprised of 3444 teachers from secondary schools in Oshimili South Local Government Area of Delta State. The sample size for the study was 344, representing 10 percent of the entire population. The instrument used for data collection is a structured questionnaire, which was structured by the researchers and validated by two experts, one in the field of Computer Education, and the other in the field of measurement and evaluation. Pearson Product moment correlation was used to determine the reliability of the instrument which yielded a reliability coefficient of 0.75. Three hundred and forty four (344) copies of the validated questionnaire were administered to the respondents by*

*the researchers with the help of 3 research assistants and only 268 copies were retrieved and analyzed using mean statistics and Standard Deviation. For the two null hypotheses, T-Test was used to analyze them at 0.05 level of significance. The decision was based on the criterion mean of 2.50 for the research questions, while for the hypotheses, if the calculated value of T (T-Cal) is greater than the Table value of T (T-Crit), the hypothesis will be rejected; whereas, if the calculated value of T (T-Cal) is less than the Table or critical value of T (T-Crit), the hypothesis will be accepted. Findings revealed that the educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State are Desktop/Laptop computers, Software application packages and Learning Management Systems (Google classroom and Teams), and that these identified educational ICT facilities available were utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State. It was recommended amongst others that there should be adequate state of the arts educational ICT facilities provided by the government and other stakeholders which must be utilized by teachers in secondary schools for the purpose of teaching and learning.*

**Keywords:** Assessment, Utilization, Educational, Information and Communication Technology (ICT), Facilities

## **Introduction**

The rapid global technological advancement and socio-economic development has placed a great investment into education because information and communication technology (ICT) have opened new directions in the area of education in recent years (Fidelis & Onyango, 2022). The emergence of ICT has engendered a lot of education reforms; and as a result enhances the day to day management in organizations and enables schools to improve their efficiency and cope with the rapid changing world (Ngeze, 2017). ICTs have become key tools and have had a revolutionary impact on how we see the world and how we live. ICT has become a pivot for the existence of a global world in terms of social, economic, political and educational development of any nation; consequently, the place of education and the world in general cannot be undermined. According to Otakhor (2014), the adoption of ICT requires an environment that encourages increased access to the Internet and telecommunications infrastructure, increased ICT literacy and financial resources with open competition and normalization. This phenomenon has brought about the contemporary e-education, e-government, e-medicine, e-commerce and e-banking amongst others.

ICT involves the use of computers, internet and other telecommunication technology in every aspect of human endeavor (Bande, 2016). ICT is simply about sharing and having access to data with ease. It is regarded as the super medium through which information is transmitted and shared by people all over the world. The field of education has certainly been affected by the penetrating influence of ICT worldwide and in particular, developed countries; ICT has made a very profound and remarkable impact on the quality and quantity of teaching, learning and research in the educational

organizations. It has the potentials to accelerate, enrich deepen skill to motivate and engage students in learning to help relate school experiences to work practices; to help create economic viability for tomorrow's workers, contribute to radical changes in school; to strengthen teaching and learning to provide opportunities for connection between the school and the world. According to Aribisala (2016), ICT is increasingly playing an important role in educational organizations and in society's ability to produce access, adopt and apply information. It tends to expand access to education. Through ICT, learning can occur anytime and anywhere in the world, provided the infrastructures are readily available. One of such places where educational ICT facilities can be put to great use is the school environment.

Educational ICT facilities are all the digital and electronic devices including electronic whiteboards, laptops, tablets, internet, modem, scanners, printers and other multimedia devices available for teaching and learning in the academic environment (Salvy, 2019). According to Yushau (2015), educational ICT facilities have provided learning opportunities beyond the time and place the traditional classroom has provided. In other words, time and place are no longer a barrier to education. A good example is what is now known as distributed learning, e-learning, blended learning or web-based learning; where educational ICT facilities are used to facilitate learning. These technologies have incorporated different teaching methods that have hitherto been difficult for teachers to use. However, these educational ICT facilities cannot be utilized if they are not available in schools.

Utilization is a term that refers to the systematic approach to the process and use of resources to aide in the learning process (Seels & Richey, 1994 as cited in Jaz, 2020). Utilization can sometimes be simply put as 'use'. The use of Educational ICT facilities can lead to an improved student learning and better teaching methods (Modella, 2022). According to Chima (2020), educational ICT facilities when utilized in teaching and learning, improves engagement and knowledge retention, engages students more in their work, encourages collaboration among the students, increases the students' interest in learning and many more. One major purpose of utilizing educational ICT facilities is interactivity; ie students' active and participatory attitude (Ada, 2016). It is consequent upon this that the National Policy on IT in the year 2001 recognized the role that educational ICT can play in the revitalization of the Nigerian educational system, and hence called for the availability and proper utilization of educational ICT facilities in mainstream education at all levels especially in the secondary schools (Nannim, 2018).

A school is an institution designed for the teaching of students or pupils under the direction of teachers (Maslowski, 2017). Most countries have systems of formal education, which is commonly compulsory. In these systems, students progress through a series of schools. The names for their schools vary by country but generally include primary schools for young children and secondary schools for teenagers who have completed primary education. Secondary schools can be decisive in fostering positive social and civic values and yields considerable private returns, offering young people the chance to acquire skills that were unlikely to be developed in the primary grades (Timi, 2017). This in turn enables youths develop job-oriented skills, participate fully in society, take control of their own lives, and continue learning.

In addition to these core schools, students in a given country may also attend schools before and after primary and secondary education. Kindergarten or pre-school

provide some schooling to very young children (typically ages 3-5). Schools may be government owned (public) or owned by individuals or corporate organizations (private). A school may also be dedicated to one particular field, such as a school of economics or a technical school for ICT. Kent and Facer (2014) indicated that school is an important environment in which students participate in a wide range of computer activities, while the home serves as a complementary site for regular engagement in a narrower set of computer activities. Increasingly, ICT is being applied successfully in instruction, learning and assessment; hence the importance of the availability of ICTs in schools, especially secondary schools cannot be overemphasized.

Stressing the importance of the availability and use of ICT in secondary schools, Elujekwute (2019) states that through ICT, educational needs and objectives have been met, skills have been developed and improved through proper utilization and above all, jobs have been created. Elujekwute further posits that ICT is an indispensable part of educational management as its application makes institutions more efficient and productive, thereby engendering a variety of tools to enhance and facilitate teachers pedagogical activities. For instance, e-learning is becoming one of the most common means of using ICT to provide education to students both on and off campus by means of teaching online offered via web-based systems regardless of the level of education. Despite the prevalent impact of ICT facilities in schools, especially the secondary education, it is essential to assess the availability and utilization of educational ICT facilities in secondary schools. Assessment according to Dominic (2022) refers to the action of making a judgment (appraisal) about something or someone. In the words of Mike (2021), assessment is the systematic basis for making inferences about the learning and development of students. This study will therefore, assess the availability and utilization of educational ICT facilities in secondary schools.

### **Statement of the problem**

The secondary school is an integral part of the learning environment and the availability and use of ICT for teaching and learning represents a big investment in education by the society. Students are required to have the basic skills and knowledge on how to use ICT devices right from the secondary level of education, and subsequently cascade the knowledge through to the tertiary education level where they are expected to have a more advanced and grounded knowledge and skills in its use in order to prepare them for the world of work upon graduation especially as the world is becoming more and more technologically driven.

Unfortunately, some students when admitted into tertiary institutions, show very little or no signs of computer literacy or ICT basic skills. In some cases, some of the newly admitted students admit that they have never seen some digital devices such as magic interactive boards, scanners, projectors, and a host of others. This prompts the teachers to begin to teach them some basic computer knowledge or skills which they were supposed to have been taught at the secondary school and should act as entry behavior for the lessons at the tertiary level; thereby, causing them a delay in achieving the semester's objectives.

It is on this premise that the researchers felt the need to carry out this research in order to ascertain the availability and utilization of ICT facilities in secondary schools in Aniocha-North local government area of Delta North senatorial district of Delta State.

### **Purpose of the Study**

The major purpose of the study is to determine the assessment of the availability and utilization of educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta state. The study specifically seeks to determine:

1. The availability of educational ICT facilities in secondary schools in Oshimili South Local Government area of Delta State.
2. Whether the available educational ICT facilities are utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.

### **Research Questions**

The following research questions are raised to guide the study:

1. What are the educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State?
2. Are the available educational ICT facilities utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.?

### **Hypotheses:**

The following hypotheses are formulated for the study:

**H<sub>01</sub>:** There is no significant difference in the mean ratings of public and private secondary school teachers on the availability of educational ICT facilities in secondary schools in Oshimili South Local Government area of Delta State.

**H<sub>02</sub>:** There is no significant difference in the mean ratings of public and private secondary school teachers on the utilization of the available educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.

### **Methodology**

The Descriptive Survey Research Design was adopted for this study. According to Nworgu (2015), descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. The survey design was considered suitable for this study because it uses a representative sample of the entire population, and because it enabled the researchers to collect data and describe facts on the assessment of the availability and utilization of educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta state.

The population of the study consists of 3,444 teachers. 2001 teachers from public secondary schools and 1,443 teachers from private secondary schools in Oshimili South Local Government area of Delta State. A sample size of 344 was selected, representing 10 percent of the entire population.

The instrument for data collection was constructed by the researchers. The questionnaire is titled “Questionnaire on assessment of the availability and utilization of educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta state” (QAAUIFFTL) and consisted of two sections ‘A’ and ‘B’. Section ‘A’ deals with the demographic information of the respondents and section ‘B’ deals with information on the specific purpose of the study and was developed into 2

clusters. The questionnaire had four points scale for the first cluster which were coded and weighted as follows: SA - Strongly Agree (4), A - Agree (3), D – Disagree (2), SD - Strongly Disagree (1). The bench mark was fixed at 2.50. Therefore, any item with the mean of 2.50 and above was accepted, while items with mean below 2.50 were rejected.

The research instrument was subjected to face validation by two experts. One from the department of Computer Education, and the other in the field of measurement and evaluation, Federal College of Education (Technical), Asaba. In the course of validation, experts were requested to examine the instrument in terms of clarity, relevance and appropriateness of the content. Their observations and suggestions were put into consideration while making the final copy of the instrument. To ensure the consistency of the validated instrument, a pilot study was carried out on ten (20) teachers from two secondary schools in Aniocha Local Government area of Delta State. Instruments were collected and analyzed using Pearson Product moment correlation to estimate the reliability which yielded a correlation of 0.75 which shows that the instrument is reliable.

The instrument for data collection was administered by the researchers with the help of three (3) research assistants. These assistants were briefed on the purpose and nature of the study and how to distribute, collect and handle the retrieved copies of the questionnaire. This was necessary because in cases where it was not possible to collect the completed questionnaire on the spot, the research assistants helped the researcher in retrieving them at a later date agreed upon. However, out of the 344 copies administered, 268 copies were retrieved and used for analysis.

The data collected from the questionnaire was analyzed using mean and standard deviation to answer each of the two research questions while T – Test was used to test each of the two null hypotheses at 0.05 level of significance. Any item with a mean of 2.5 or above was accepted (agreed), while items below 2.5 were rejected (disagreed). The hypothesis of no significant difference was accepted for any item whose T-calculated value (T-Cal) is less than the Table or Critical value of T (T-Crit); whereas, if the Calculated value of T (T-Cal) is greater than the Table or Critical value of T (T-Crit), the hypothesis will be rejected.

## **Results**

**Research Question 1:** What are the educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State?

**Table 1:** Mean and Standard Deviation scores of Teachers' responses on educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State

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S/ ITEM STATEMENTS

N		N	$\bar{X}$	SD	DECISION
1	Smart boards are available and installed in each classroom	2 6 8	2.2	.82	DISAGREED
2	Desktop/laptop computers are available in the school offices and ICT laboratory	2 6 8	3.1	.87	AGREED
3	Internet facility is in the school	2 6 8	1.9	1.08	DISAGREED
4	Projectors are available for teachers to use	2 6 8	2.3	.90	DISAGREED
5	Learning Management Systems (Google classroom, Teams) are available for use in teaching when necessary	2 6 8	2.6	.78	AGREED
6	The School Website exists	2 6 8	2.1	.95	DISAGREED
7	Software packages are available in the computer systems for teaching	2 6	2.5	.76	AGREED

**CLUSTER** **2.4** **.76** **DISAG REED**

Data presented in Table 1 revealed the cluster mean to be 2.4 which is below the bench mark of 2.50. The mean responses of teachers show that the educational ICT facilities listed in items 2, 5 and 7 are those available in secondary schools in Oshimili South Local Government area of Delta State.

**Research Question 2:** Are the available educational ICT facilities utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.?

**Table 2:** Mean and Standard Deviation scores of Teachers’ responses on the utilization of the available educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State

S/ N	ITEM STATEMENTS	N	$\bar{X}$	SD	DECISION
8	The teachers use smart boards to teach students during lessons	26 8	2.0	.87	DISAG REED
9	Students are often taken to the ICT laboratory for ICT practical lessons	26 8	2.7	.76	AGREED
10	Students and teachers are allowed to take advantage of the internet facility in the school by browsing on the net	26 8	2.3	.83	DISAG REED
11	Teachers use the school projectors to teach students	26 8	2.4	.85	DISAG REED

12	Teachers utilize the Learning Management Systems such as Google classroom to teach students whenever the need arose (like during the covid 19 pandemic)	26 8	2.6	.86	AGREE D
13	The school management, teachers and students utilize the school website to disseminate information and administer the school	26 8	2.3	.85	DISAG REED
14	Teachers utilize software packages such as Microsoft powerpoint to teach the students	26 8	2.4	.85	DISAG REED
<b>CLUSTER</b>			<b>2.4</b>	<b>.83</b>	<b>DISAG REED</b>

Data presented in Table 2 revealed the cluster mean to be 2.4 which is below the bench mark of 2.50. The mean responses of teachers show that the educational ICT facilities listed in items 9 and 12 are those utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.

### Hypothesis 1:

**H<sub>01</sub>:** There is no significant difference in the mean ratings of public and private secondary school teachers on the availability of educational ICT facilities in secondary schools in Oshimili South Local Government area of Delta State.

**Table 3:** T-Test analysis on the mean ratings of public and private secondary school teachers' responses on educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State

Respondents	N	$\bar{X}$	S <sup>2</sup>	Df	T-Cal	T-Crit	$\alpha$	Remark
<b>Public school Teachers</b>	154	2.4	0.4	266	1.51	1.99	0.05	Retain H <sub>0</sub>
<b>Private school Teachers</b>	114	2.3	0.4					

From the T-Test table above (Table 3), since T-Cal (1.51) < T-Crit (1.99), we retain. The Null Hypothesis is hereby retained that there is no significant difference in the mean ratings of public and private secondary school teachers on the availability of educational ICT facilities in secondary schools in Oshimili South Local Government area of Delta State.

**Hypothesis 2:**

**H0<sub>2</sub>:** There is no significant difference in the mean ratings of public and private secondary school teachers on the utilization of the available educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.

**Table 4:** T-Test analysis on the mean ratings of public and private secondary school teachers’ responses on the utilization of the available educational ICT facilities in secondary schools in Oshimili South Local Government area of Delta State

Respondents	N	$\bar{X}$	S <sup>2</sup>	Df	T-Cal	T-Crit	α	Remark
<b>Public school Teachers</b>	154	2.43	0.55	266	1.31	1.99	0.05	Retain H0
<b>Private school Teachers</b>	114	2.39	0.42					

From the T-Test table above (Table 4), since T-Cal (1.31) < T-Crit (1.99), we retain. The Null Hypothesis is hereby retained that there is no significant difference in the mean ratings of public and private secondary school teachers on the utilization of the available educational ICT facilities for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State.

**Discussion of Findings**

The first finding of the study according to Table 1 revealed that the educational ICT facilities available in secondary schools in Oshimili South Local Government area of Delta State are Desktop/Laptop computers, Software application packages and Learning Management Systems (Google classroom and Teams). Those not available are school website, smart boards, internet and projectors. This finding is in tandem with the study of Tyagi (2014), whose findings revealed that only 2 out of every 10 secondary schools have state of the arts ICT facilities in their schools. Furthermore, Olagunju (2013) stated in his findings that desktop and laptop computers are the most common ICT facilities found in secondary schools.

Another finding of the study revealed that the identified educational ICT facilities available and utilized for teaching and learning in secondary schools in Oshimili South Local Government area of Delta State are laptops and desktops in the ICT laboratories and the use of Learning Management Systems (Google classroom), especially during the covid 19 era. This finding is in agreement with Okolie and Osuafor (2018), whose finding revealed that many secondary schools went digital during the covid 19 era by utilizing the e learning tools such as Google classroom, teams, zoom and others for teaching and learning as a result of the pandemic. In the test of hypotheses,

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there is no significant difference in the mean responses of the public and private school teachers with regards to the availability and utilization of educational ICT facilities.

### **Conclusion**

This paper examined Assessment and utilization of Educational ICT facilities available in Secondary Schools in Oshimili South Local Government Area of Delta State. Educational ICT facilities are very important in schools and should not be undermined at any level of education. This study identified the various educational ICT facilities available in secondary schools in Oshimili South Local Government Area of Delta State such as ICT laboratories containing desktop/laptop computers, Learning Management Systems for e-teaching/learning and some software application packages for practical teaching. Findings of this study further show that these available educational ICT facilities are utilized by teachers for teaching and learning in secondary schools in Oshimili South Local Government Area of Delta State.

### **Recommendations**

Sequel to the findings of this study, the following recommendations are put forward:

1. There should be adequate state of the arts educational ICT facilities provided by the government and other stakeholders in secondary schools for the purpose of teaching and learning.
2. Teachers should be sent on capacity building workshops and training so as to update them on the knowledge and skills required for proper utilization of ICT facilities.
3. The supervisory body responsible for monitoring secondary school teachers should ensure periodic supervision of the teachers to ensure that they utilize the available ICT facilities in the school for teaching and learning.

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