INFLUENCE OF INFORMATION COMMUNICATION AND TECHNOLOGY(ICT) ON THE TEACHING OF GOVERNMENT IN SENIOR SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ADULT AND NON FORMAL EDUCATION, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY

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APPROVAL PAGE

I hereby approve that this research as carried out by **Orighomisan Vera TOSANWUMI (Miss)** with matriculation Number **EDU1802905**, is adequate in scope and quality, partial fulfillment of the requirement for the award of bachelor of Education (B.Ed) Degree in Adult Education.

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Mr. I.H. Omoregie

Date_____

CERTIFICATION

We the undersigned hereby certify that this work was carried out by **Orighomisan Vera TOSANWUMI (Miss)** with Matriculation Number **EDU1802905**, in the Department of Adult and Non-Formal Education, University of Benin, Benin City, Nigeria.

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DEDICATION

The project work is dedicated to Almighty God, who by his infinite Mercies has kept me throughout my stay in the University of Benin. May His name alone be praised. I also dedicated this to my Dad and Mum Mr. and Mrs. Iyonsi Francis, for their love and care and financial support all through my study.

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Miss Orighomisan Vera TOSANWUMI

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CHAPTER ONE

INTRODUCTION

Background to the Study

Government is a social science subject, studied in various educational institutions (primary, secondary and tertiary). It is known as Political Science in higher institutions. Government Studies covers a range of International Relations, Comparative Politics, Public Administration and so on. This is because government is both a system, an institution and a process which can be studied for better understanding of how it works. It is a secondary school subject deals with the whole process and structure of political institution. The study helps us to understand the arm of government involved in the running of the affairs of the state. It is an academic field of study involves the study of political institutions in the state, ideas, values and doctrines about politics, the view of political thinkers of what constituted the welfare of the people. It is a subject that refers to the study of territorial expansion, political leaders, the various nations of the World, the institutions of the state.

A government is the system or group of people governing an organized community, often a state. In the case of its broad associative definition, government normally consists of legislature, executive, and judiciary. Government is a means by which organizational policies are enforced, as well as a mechanism for determining policy. Each government has a kind of constitution, a statement of its governing principles and philosophy. Typically the philosophy chosen is some balance between the principle

Teaching in secondary schools can be more effective through the use of ICT which guide the teacher in explaining topics to students effectively and efficiently (Ofune, 2011). However, ICT are not ends in themselves but they are means intended to serve a specific instructional purpose or function (Meduabum, 2004).

Information and communication technologies (ICT) is defined as a diverse set of technological tools and resources used to transmit, store, create, share or exchange information. These technological tools and resources include computers, the Internet (websites, blogs and emails), live broadcasting technologies (radio, television and webcasting), recorded broadcasting technologies (podcasting, audio and video players, and storage devices) and telephony (fixed or mobile, satellite, video-conferencing,etc.). Information and communications technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications(telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage and audiovisual, that enable users to access, store, transmit, understand and manipulate information.

Information and communication technology (ICT) is computer related technology used to process, manage, store and transit data. It is a term that frequently lacks adequate definition. One of the main reasons is the breadth in scope that this term encompasses. It includes both the hardware and software associated with the computer. The use of computer is more prevalent in education than ever before. This is due in part to the dramatic change in the work place. It is evident that people need

to posses' information and communication technology skills to meet the demand in every job sector. In response, tertiary institutions are providing students access to computers and offering than training in ICT skills.

Kene (2016) indicated that teaching of Government in secondary schools is expected to equip the students in fundamental area of political institutions in the state, ideas, values and doctrines about politics, the view of political thinkers of what constituted the welfare of the people. The place of ICT among other teaching resources cannot be over emphasized. This is because it dictates the method, techniques or even skills to be adopted, in order to facilitate the achievement of instructional objectives. In the same way, Onyejekwe (2016) argued that the set goals may not be reached by the teacher, if he fails to choose and correctly use appropriate resources in teaching. This is interpreted to mean that any government teacher, who chooses wrong teaching materials for a particular lesson, has failed completely in achieving the set objectives.

Furthermore, taking cognizance of the fact that the targeted instructional objectives of a particular lesson is capable of being derailed by inappropriate use or even non use of ICT in teaching processes, it becomes relevant that this kind of research topic be properly brought to book. Hence, adequate analysis on how to appropriately choose, adopt, improve, and apply the available teaching-learning resources towards realizing set instructional objectives, becomes Based on the foregoing issues, the thrust of this study is to investigate the influence of information

and communication technology on the teaching of Government in secondary schools in Egor local government area of Edo State

Statement of the Problem

There is a need for a steady evaluation of the impact of ICT in the teaching of in Government. It has fully come to the attention of Government education stakeholders, the invaluable importance of ICT tools such as computers, audio-visual equipment, internet facilities etc. to the subject. They are however not sure whether this technological opportunity is being most effectively and optimally exploited and explored. Information Communication Tools are an integral part of Government and Government education and their extensive use, especially in recent years, is gradually being implemented in undergraduate training. Furthermore, many universities and their libraries across Nigeria are rapidly incorporating ICT tools such as computer and internet into their programmes for the use of students. The problem of this study is therefore to investigate the impact of information and communication technology in the teaching of Government in senior secondary schools a case study of Egor local government area of Edo State. This is with a view to ascertaining the level of success recorded in terms of students performance in Government with the increased wave of computer based education system in Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What are the ICT tools used by Government teachers in senior secondary schools in Egor local government area of Edo State?

2. What is the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State?
3. What are the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?
4. What are the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?

Purpose of the Study

The aim of this study is to investigate the influence of information and communication technology (ICT) in the teaching of government in senior secondary school in Egor local government area of Edo State. However, the specific objectives of this study are to:

1. identify the ICT tools used by Government teachers in senior secondary schools in Egor local government area of Edo State
2. investigate the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State
3. determine the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State
4. find out the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State

Significance of the Study

This study would be of benefit to the social sciences students, teachers, curriculum planners, educational system and the society at large.

To the students, the effective use of ICT would enable them to effectively learn and retain what they have learnt and thereby advancing their performance in the subject in question.

The findings of the study would help enhance teachers' teaching effectiveness and productivity. Consequently a teacher who makes use of appropriate ICT to supplement his teaching will help enhance students' innovative and creative thinking as well as help them become plausibly spontaneous and enthusiastic.

The output of this study will serve as a blueprint for curriculum planners to chart the right course of action for the use of information and communication technology in the teaching Government.

The study is also significant to the educational system and society at large. This is because when teachers solidify their teaching with ICT and the learners learn effectively, the knowledge acquired will reflect in the society positively.

Scope/Delimitation of the Study.

The scope of this study covered ICT tools, the level of utilization of ICT, the benefits of the use of ICT, the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State. However, the study is delimited to government teachers in both public and private senior secondary schools in Egor local government area of Edo State.

Operational Definition of Terms

Information and Communication Technology: These technological tools and resources include computers, the Internet, live broadcasting technologies , recorded broadcasting technologies

Learning: It is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.

Teaching: Teaching is the process of attending to people's needs, experiences and feelings, making specific interventions to help them learn particular things.

Government : It is a senior secondary school subject that deals with the whole process and structure of political institution

CHAPTER TWO

LITERATURE REVIEW

The chapter dealt with the review of literature on the influence of Information and Communication Technology (ICT) in the teaching of Government in senior secondary school in Egor local government area of Edo State and was carried out under the following headings:

- Theoretical Framework
- Concept of Information Communication Technology
- Concept of Government as a Subject Area
- Level of utilization of Information Communication Technology in the Teaching of Government
- Benefits of Information Communication Technology in the Teaching of Government
- Hindrances to Information Communication Technology in the Teaching of Government as a Subject Area
- Summary of Literature Reviewed

Theoretical Framework

The theoretical framework that was adopted in the study is the Connectivism learning theory. The Connectivism learning theory constitutes the theoretical foundation upon which this study is laid. Connectivism learning theory was propounded by George Siemen in 2005, the theory stated that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks. The relevance of this theory to this study is that connectivism is a relatively new learning theory that suggests students should combine thoughts, theories, and general information in a useful manner. It

accepts that technology is a major part of the learning process and that our constant connectedness gives us opportunities to make choices about our learning. It also promotes group collaboration and discussion, allowing for different viewpoints and perspectives when it comes to decision-making, problem-solving, and making sense of information. Connectivism promotes learning that happens outside of an individual, such as through social media, online networks, blogs, or information databases.

Concept of Information Communication Technology

Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in today's education field. Kent and Facer (2004) 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. ICT is considered a powerful tool for educational change and reform. A number of previous studies have shown that an appropriate use of ICT can raise educational quality and connect learning to real-life situations . Akiniyi, (2005) have pointed out, learning is an ongoing activity where learners change their expectations by seeking knowledge, which departs from traditional approaches. As time goes by, they will have to expect and be willing to seek out new sources of knowledge. Skills in using ICT will be an indispensable prerequisite for these learners.

In a very simply sense, Information and Communications Technology (ICT) is a variety of technologies that facilitate communications. ICT is often used to describe the convergence of several technologies, and the use of common transmission lines and communication formats to transfer diverse data types.ICT is technology that is used to handle communications processes such as telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions. Although ICT is often considered an extended synonym for information technology (IT), its scope is, in some ways, broader. ICT is often used in academics and educational institutions for audio-visual presentations, learning management systems, and assessment apps to help assess the progress of students.

Components of Information and Communication Technology

The ICT system consists of the following components:

- Cloud Computing: Cloud computing is the delivery of computing services—including servers, storage, databases, networking, software, analytics, and intelligence—over the Internet (“the cloud”) to offer faster innovation, flexible resources, and economies of scale.Cloud computing enables customers to use infrastructure and applications via the internet, without installing and maintaining them on-premises.

- Software:Software is the programs and routines for a computer or the program material for an electronic device which make it run. An example of software is

Excel or Windows or iTunes. Word processing programs and Internet browsers are examples of software

- Hardware: Hardware refers to the physical and visible components of the system such as a monitor, CPU, keyboard and mouse. Software, on the other hand, refers to a set of instructions which enable the hardware to perform a specific set of tasks.

- Transactions:transaction is a set of related tasks treated as a single action. Together the tasks form a logical unit of work in which all of them must succeed or none of them can succeed. If some tasks succeed but at least one fails, then all successful tasks are reversed, returning the system to its original state before the transaction.

- **Communication Technologies**: Communication technology requires the knowledge to operate, maintain, and upgrade communications equipment. Individuals within the computer technology field must have an understanding of wireless technologies, mechanical operations, computer applications, and problem solving. Communications technology, also known as information technology, refers to all equipment and programs that are used to process and communicate information. Professionals in the communication technology field specialize in the development, installation, and service of these hardware and software systems. Individuals who enter this field develop an understanding in the conceptions, production, evaluation, and distribution of communication

technology devices.

- **Data**: Data can be defined as a representation of facts, concepts, or instructions in a formalized manner, which should be suitable for communication, interpretation, or processing by human or electronic machine. Data is information that is stored and processed digitally on a computer. Data on a computer can take many forms, including text, images, audio, or video. It may be loaded into memory and processed by the computer's CPU, then stored as files in folders on a hard drive or solid-state drive.

- **Internet**. The Internet, sometimes called simply "the Net," is a worldwide system of computer networks -- a network of networks in which users at any one computer can, if they have permission, get information from any other computer (and sometimes talk directly to users at other computers). It is used to refer to a network of computers that are interconnected with each other worldwide with the aim of making publicly accessible information commonplace. However, ICT and computers are not the same thing. Computers are the hardware that is often part of an ICT system.

Concept of Government as a Subject Area

Government as an academic field of study involves the study of political institutions in the state, ideas, values and doctrines about politics, the view of political thinkers of what constituted the welfare of the people. (Busola, 2016). Government is a social science subject that is taught in schools and colleges. In higher institutions, it

is mostly known as political science. The study of government embraces international relations, administration etc. Government is also related to other subjects or discipline such as history, sociology, economics, philosophy, mathematics etc.

Component of Government as a Subject

1. Meaning and scope of the subject matter of government: This includes; Government as an institution of the state, Government as a process or art of governing, Government as an academic field of study.
2. Basic concepts and principles of government: This includes; basic concepts – power, authority, legitimacy, sovereignty, democracy, political culture , political socialization, communalism, socialism, communism, capitalism, feudalism, fascism, nazism, totalitarianism, society, state and nation, colonialism and nationalism, rule of law, fundamental human rights, separation of powers/checks and balances, constitutionalism, political participation, representative government, centralization and decentralization – (delegated legislation, devolution and deconcentration).
3. Constitutions: This includes; definition and sources of constitution, scope, types and functions of constitution.
4. Types/forms of government: This includes; unitary, federal, confederal, presidential or non-parliamentary, parliamentary or cabinet, monarchical and republican.

5. Organs of government: This includes; the executive, the legislature and the judiciary. (types/structure, composition/membership; functions; power and limitations).
6. Citizenship: this includes; status, rights, duties and obligations of individuals in the state.
7. Political parties and party systems: This includes; political parties – definition, organization, types and functions. Party systems – definition, types and characteristics.
8. Electoral process: this includes; meaning, types and suffrage, purposes of elections, organization of elections – features of free and fair elections; stages of elections, types and characteristics of electoral systems. electoral commission – roles or duties of electoral commissions and problems, organization and characteristics.
9. Pressure groups and public opinion: This includes ;pressure groups – definition, types, characteristics, mode of operation and functions. Public opinion – definition, formation, measurement and functions.
10. Public Administration: this includes; definition of public administration. civil service – meaning, structure, characteristics and functions. The public/civil service commission – composition and functions. Public corporations – definition, purposes, functions, organization, control and problems. Local governments – meaning, types, purposes, functions, sources of revenue, control, problems and reforms..

11. Pre-colonial political systems of candidates'respective countries. : This includes; the structural organization of nigeria – hausa/fulani, the yoruba and the igbo.
12. Colonial administration: this includes;reasons for colonialism. The policy and structure of the british colonial administration – crown colony, protectorate and indirect rule. The policy of french colonial administration – assimilation and association. Chieftaincy during the colonial period – status and functions.
13. Nationalism in west africa: this includes; nationalism before the second world war (proto-nationalism) – meaning, features and factors. nationalism after the second world war – factors, growth and effects.
14. Pre and post independence constitutions of – (background, main features, merits and demerits)
15. International organizations: this includes; the united nations organization (uno); the organization of african unity (OAU); the commonwealth; the economic community of west african states (ECOWAS). origin, aims/objectives, organizational structure, functions, achievements and problems.

Level of utilization of Information Communication Technology in the Teaching of Government

Kelechi (2022) evaluated utilization of information communication technology in the teaching of government in senior secondary schools in Akwa State, the results of the findings indicated among others that ICT facilities for teaching of Government in senior secondary schools in Awka Education zone are available to a low extent,

although computers are available to a high extent; ICT facilities are utilized to a low extent in teaching of Government in senior secondary schools in Awka Education zone. There is no significant difference in the mean ratings of male and female teachers on the current ICT facilities available for teaching of Government in senior secondary schools in Awka Education zone. It was concluded among others that adequate provision of ICT facilities by the government and other stake holders in education could facilitate ICT utilization for effective teaching of Government as a subject in senior secondary schools. When ICT tools are utilized in tandem with the aims, principles and objectives of the FGN on ICT in Education benchmarks, these technological gadgets have the potential to enhance and transform classroom teaching situations. It is also imperative to note that without teachers' belief and commitments to using ICT and their efforts to finding effective ways of integrating the technology into their teaching, continued of ICT tools in schools would have little impact on the performance of students in classrooms. Winograd (2000) opined that the role of ICT to various areas of specializations is like the role of mathematics to the government . This is just saying that there is no discipline or field of study that does not require utilization of ICT especially for sciences who are supposed to be at the forefront. Haynie (2003) affirmed that an uninformed teacher is one who refuses to consider utilizing ICT tools in his class, such teacher ultimately perform a disservice to his students in this era of globalization. However, the idea projected here did not streamline the disservice to any particular course but to all area of specialization. In this era of

globalization, ICT poses a big challenge to science teachers, irrespective of their area of specializations.

Benefits of Information Communication Technology in the Teaching of Government

Information and communication technology contributes greatly to education because it provides a better educational environment. ICT facilitates the communication of information to students through the use of computers, tablets, data displays, interactive electronic boards, and other formats. The benefits of ICT has been found to:

- Assist government students in accessing digital information efficiently and effectively , as Adamu, (2018) have stated, ICT is used as a tool for students to discover government topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT.

- **Support student-centered and self-directed learning:** students are now more frequently engaged in the meaningful use of computers (Adamu, 2014). They build new knowledge through accessing, selecting, organizing, and interpreting information and data. Based on learning through ICT, government students are more capable of using information and data from various sources, and critically assessing the quality of the learning materials.

- **Produce a creative learning environment:** ICT develops students' new understanding in their areas of learning (Agagu, 2014). ICT provides more creative solutions to different types of learning inquiries. For example, in a reading class, e-books are commonly used in reading aloud activities. Learners can access all types of texts from beginning to advanced levels with ease through computers, laptops, personal digital assistants (PDAs), or iPads. More specifically, these e-books may come with some reading applications, which offer a reading-aloud interface, relevant vocabulary-building activities, games related to reading skills and vocabulary acquisition, and more. Therefore, ICT involves purpose- designed applications that provide innovative ways to meet a variety of learning needs.

- **Promote collaborative learning in a distance-learning environment:** Koc (2015) mentioned that using ICT enables government students to communicate, share, and work collaboratively anywhere, any time. For instance, a teleconferencing classroom could invite students around the world to gather together simultaneously for a topic discussion. They may have the opportunity to analyze problems and explore ideas as well as to develop concepts. They may further evaluate ICT learning solutions. Students not only acquire knowledge together, but also share diverse learning experiences from one another in order to express themselves and reflect on their learning.

- **Offer more opportunities to develop critical (higher-order) thinking skills:**

Based on a constructive learning approach, ICT helps government students focus on higher-level concepts rather than less meaningful tasks. Adamu's study (2019) showed that there were statistically significant correlations between studying with ICT and the acquisition of critical thinking skills. A longer exposure in the ICT environment can foster students' higher critical thinking skills. Thus, schools are strongly advised to integrate technology across all of the learning areas and among all learning levels. Where this is done, students are able to apply technology to the attainment of higher levels of cognition within specific learning contexts.

- **Improve teaching and learning quality:** As Aboderin, (2018) have stated that there are three important characteristics are needed to develop good quality teaching and learning with ICT: autonomy, capability, and creativity. Autonomy means that students take control of their learning through their use of ICT. In this way, they become more capable of working by themselves and with others. Teachers can also authorize students to complete certain tasks with peers or in groups. Through collaborative learning with ICT, the students have more opportunity to build the new knowledge onto their background knowledge, and become more confident to take risks and learn from their mistakes. Further, Serhan (2019) concluded that ICT fosters autonomy by allowing educators to create their own material, thus providing more control over course content than is possible in a traditional classroom setting. With regard to capability, once students are more confident in learning processes, they can develop the capability

to apply and transfer knowledge while using new technology with efficiency and effectiveness.

- Other benefits include individualize learning, easy assess to information, makes the learning process more interactive,and it promote retention.

Adu, (2003) found that teachers can act as catalysts for the integration of technology through ICT. If the encouragement, equipment, and necessary technological support are available from institutes for the teachers, developing an ICT class will be easier for them. The main responsibilities of these teachers will be changing their course format, creating and explaining the new assignments, and arranging for the computer lab through their technology- learning specialists or assistants.

Hindrances to Information Communication Technology in the Teaching of Government as a Subject Area

Over the past decade large investments have been made in ICTs in education. Some of the key issues facing teachers and policymakers today include the following:

1. **Impact on Learning and Achievement:** It is generally believed that ICTs can empower teachers and students , making significant contributions to learning and achievement. However, current research on the impacts of ICTs on student achievement yields few conclusive statements, pro or con, about the use of ICTs

in education. Studies have shown that even in the most advanced schools in industrialized countries, ICTs are generally not considered central to the teaching and learning process. Moreover, there appears to be a mismatch between methods used to measure effects and the type of learning promoted. Standardized testing, for example, tends to measure the results of traditional teaching practices, rather than new knowledge and skills related to the use of ICTs. It is clear that more research needs to be conducted to understand the complex links between ICTs, learning, and achievement.

2. **Monitoring and Evaluation:** Many of the issues and challenges associated with ICTs in education initiatives are known by policymakers, donor staff, and teachers. However, data on the nature and complexity of these issues remains limited because of the lack of good monitoring and evaluation tools and processes. Where evaluation data is available much of the work is seen to suffer from important biases. Another problem in this area is the lack of a common set of indicators for ICTs in education. And, where data has been collected, it is often quantitative data related to infrastructure (number of computers, for example) rather than data that can help policymakers gauge the impact of ICT interventions on student learning. If ICTs are to become effective and integral tools in education, and if accountability is to be demonstrated to donors and stakeholders, monitoring and evaluation must be a priority area of focus.

3. **Equity:** It is clear that there are equity issues related to the uses of ICTs in

education. There is a real danger that uses of ICTs can further marginalize groups already excluded or on the edge of educational practices and innovations. On the other hand, with supportive policies and careful planning and monitoring, ICTs hold out the promise of facilitating greater inclusion of such groups. While there is much research on the impact of ICTs and marginalized groups in industrialized countries, there has been limited research into these issues in developing countries. There seems to be little questions, however, that ICTs generally give preference to schools and learners in urban areas and in areas where existing infrastructure is the best. Research related to equity and ICTs to date has focused primarily on access to particular technologies. Much less attention has been given to how specific types and uses of ICTs are related to equity issues.

4. **Costs:** Little is known about the true costs of ICTs in education. There have been few rigorous costs studies, particularly in developing countries. Given current budgetary and resource constraints, a widespread investment in ICTs in education is probably not possible in most developing countries. It is, therefore, critically important to better understand the costs and benefits associated with ICT types and uses in various educational situations in order to effectively target scarce resources. There is some evidence, for instance, that computers may be most cost-effective when placed in common areas such as libraries and teacher-training institutes. One of the most cost-effective uses of ICTs in education may be their role in improving organizational and systemic efficiencies, including combating corruption. Financing mechanisms for ICTs in education initiatives are quite

varied. Due to the high up-front costs and large recurrent costs, countries and communities typically employ a great variety of financing and cost recovery mechanisms. Public-private partnerships and user fees are important components of financing ICTs in education in many countries, although more research is needed to determine the impact and effectiveness of these mechanisms.

5. **ICT Projects and Practices:** Globalization and innovations in technology have led to an increased used of ICTs in all sectors - and education is no exception. Uses of ICTs in education are widespread and are continually growing worldwide. In large scale, donor-supported projects that utilize ICTs to benefit education, the ICT components typically assist in supplying computers and connectivity and building school computer labs Enabling instruction in computer programming and computer literacy, Developing and disseminating new curricula in electronic format Enabling better administration in the education sector, particularly through the development of education management information systems.Where ICTs are used for learning, evidence suggests that they are chiefly used to present and disseminate information, as tools for presentation rather than the often cited promotion of “21st century skills.” It is clear that much more information is needed on the ICT components of donor-supported projects, including how ICTs are actually being used to support educational objectives. In addition, this information needs to be better incorporated into the planning and delivery of new ICT projects.

6. **Tools:** Technology changes rapidly – and so do the specific tools available for education. As new technologies are introduced, it is critical that their cost and impact in various educational situations is thoroughly examined. While evidence shows that it is the actual application of the ICT tool that is the most important determinant of its effectiveness for educational purposes, the choice of tools is quite large, and each tool has its own advantages and disadvantages. Policymakers and donor groups are often bombarded with information and studies from vendors on the suitability of their particular products or services. As a result, there is a great need for independent research on the appropriateness of specific ICT tools to help meet educational goals.: Radio and TV have been providing educational programming in some countries for many years. Many related new technologies, including satellite broadcasting and multi-channel learning, have the potential to greatly increase access to education. Today, the Internet is not widely available in most developing countries, but new Internet technologies and mobile Internet centers hold promise for "connecting" teachers, learners, and communities.

7. **Teachers and Teaching**: The use of ICTs in the classroom does not diminish the role of the teacher; neither does it automatically change teaching practices. Experience has shown that a variety of support and enabling mechanisms must be implemented to optimize teacher use of ICTs. While traditional teacher leadership skills and practices are still important, teachers must also have access to relevant, timely, and on-going professional development. They must have the time and

resources to explore this new knowledge base and develop new skills. Support of school administrators and, in some cases, the community, is critical if ICTs are to be used effectively. In addition, teachers must have adequate access to functioning computers (or other technologies) and sufficient technical support. Shifting pedagogies, redesigning curriculum and assessment tools, and providing more autonomy to local schools all contribute to the optimal use of ICTs in education.

8. **Content and Curriculum:** Accessing information is the main use of ICTs in teaching. While ICTs, and the Internet in particular, provide access to a world of educational resources, those resources are rarely in a format that makes them easily accessible and relevant to most teachers and learners in developing countries. Simply importing educational content through ICTs is fraught with difficulties, as well as questions of relevance to local needs. Experience shows that unless electronic educational resources are directly related to the curriculum, and to the assessment methods used to evaluate educational outcomes (especially standardized testing), ICT interventions may not have positive educational impacts.

9. **Policy:** Information and communication technology can be important drivers for educational reform. They can help in anti-corruption efforts, aid in decentralization, and play a key role in data collection and analysis. Still, there are many policy questions around the use of ICTs in education, not the least of

which revolves around which part of the government is responsible for such policies. Some of the key policy questions revolve around access, equity, finance, and best practices in scaling-up. As a relatively new field, there is no standard repository for existing ICTs in education-related national policies. And, it is clear that successful policy formulation requires consultation with a diverse group of stakeholders, many of which may be outside of the traditional educational system. Furthermore, innovations in technology and new products are introduced in the global marketplace at a much faster pace than most educational systems are able to use them effectively. This issue of timing is an important one as educators and policymakers operate with an eye to longer term educational goals.

10. Other hindrances include inadequate funding, untrained ICT personnel, lack of electricity, and lack of maintenance of the ICT tools.

Summary of Literature Reviewed

The review has been quite revealing and instructive. Findings, can be summarized as follows: The study hinged on Connectivism learning theory was propounded by George Siemen in 2005, the theory stated that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks. The study reviewed that ICT is technology that is used to handle communications processes such as telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission systems, and network-based control and monitoring functions, and that government is

a social science subject that is taught in schools and colleges, in higher institutions, it is mostly known as political science in higher institutions, hindrance to ICT include; monitor and evaluation, cost, teachers and teaching, content and curriculum, and tools.

CHAPTER THREE

METHODOLOGY

This chapter contained the procedure the researcher adopted in gathering and

analyzing data for the study. It was organized and presented under the following sub-headings:

- Design of the study
- Population of the Study
- Sample and Sampling Technique
- Research Instruments
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The descriptive survey research design was adopted for the study. The choice of this design stems from its strength as a useful means for fact finding and an acknowledged method of obtaining social facts and opinions for the purpose of enabling the researcher to make generalization concerning his population of study from the result obtained from the sample selected.

Population of the Study

The target population of the study include all government teachers in private and public senior secondary school located in Egor local government area of Edo State .From the available record the target population of the study was found to be 40 .The details of the population of the study is as presented in table 3.1;

Table 3.1: Breakdown of the Population of the Study.

S/N	**School Name**	**School Type**	**Population**

		Public	**Private**	
1	Uselu Secondary School	public		4
2	Iyoba Girls College	public		4
	Benin Technical College	Public		4
4	Edo Boys High School	public		4
5	Federal Government Girls' College	Public		4
6	Harvard Education center		private	2
7	Boiling Point Academy		private	2
8	Blessing Foundation		private	2
9	Divine Wisdom		Private	1
10	Egohosa Anglican School	Public		4
11	Salvation International College		private	3
12	Passover Secondary School		private	2
13	Pioneer High School		private	3
14	Word of Faith Group of Schools		private	2
15	Spring Field Group of Schools		private	2
16	Hills International School		private	2
17	Auntie Maria Secondary School		private	2
18	Win Rose Secondary School		private	3
19	University Preparatory Secondary School		private	2
20	Standard High School		private	3
21	Oxford Group of Schools		private	2
22	Calavary Crown Group of Schools		private	4
23	Egor Senior Secondary School	Public		3
24	Evbareke Senior Secondary School	public		4
24	Manger Senior Secondary School		private	4
25	Surrendered Life Group of Schools		Private	2
26	Penach Group of Schools		Private	2
27	Enina Mixed Secondary School		Private	1
28	Use Secondary School	Public		4
29	Uwelu Secondary	Public		2
30	Ravic Group of Schools		Private	2
	Total			**85**

Source: Field Survey (2023)

Sample and Sampling Technique

A sample of 65 public and private schools teachers was adopted for the study .The stratified and purposive sampling techniques was adopted whereby the

schools were initially delineated into public and private schools and thereafter, only the teachers of Government as a subject were selected.

Research Instrument

The instrument that was adopted for the collection of the needed data for the study was the Questionnaire. The Questionnaire was titled: *Information and Communication Technology in the Teaching of Government Questionnaire* (ICTTGQ). The questionnaire comprised of two Sections; "A and B". The Section 'A' of the instrument focused on gathering personal information of the respondents while the section B was designed towards seeking information on the Influence of Information and Communication Technology in the teaching of Government in Senior Secondary in Egor local government area of Edo State.

Validity of the Instrument

The Questionnaire was subjected to construct and face validity by the project supervisor and two other experts in the Department of Adult and Non-Formal Education, Faculty of Education, University of Benin, Benin City, for item scrutiny. Thereafter, their suggestions were taken into consideration before the final copy of the instrument was produced and made use of.

Reliability of the Instrument

To determine the reliability of the instrument, the Cronbach alpha procedure was

adopted. In carrying out the reliability of the study, 20 copies of the instrument were administered to the respondents who were not part of the final sample. After computation, a Cronbach alpha coefficient of 0.69, 0.73, 0.68, 0.71 and 0.73 respectively was produced for each of the four (4) domains as they were designed in the instrument. The average weight was determined by summing each of the weights and divided by the number of domains expressed as: 0.69+0.73+ 0.68+0.71+0.73/5 and thus, a Cronbach alpha con-efficient of 0.71 was obtained.

Method of Data Collection

The researcher and two other research assistants personally administered the questionnaire to respondents through face to face interaction and were also collected from them same day. All the questionnaire administered were found valid for usel.

Method of Data Analysis

The collected data were analysed using descriptive statistics. This involved frequency count, percentages, mean score analysis and standard deviation. A criterion mean of 2.50 was set for the study for decision making. Therefore, items with mean score of 2.50 and above were accepted while items below 2.50 were rejected.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

The study investigated the influence of information communication technology on the teaching of government in senior secondary school in Egor local government area of Edo State. However, this contained the results of the data that were collected analysed for the study. The analysis was also followed by the discussion of the findings.

Research Question 1

What are the ICT tools used by Government teachers in senior secondary schools in Egor local government area of Edo State?

Table 4.1: Data on the ICT Tools Used by Government Teachers in Senior Secondary Schools in Egor Local Government Area of Edo State

S/N	Variable/Item	Level of Responses			
		Yes	**%**	**No**	%
1	Teachers use computer to teach government in this school	15	23.1	50	76.9
2	Teachers use PAS to teach government in this school	Nil	0	65	100
3	Teachers use projector to teach government in this school	13	20	52	80
4	Teachers use tablet to teach government in this school	Nil	0	65	100
5	Teachers use tape recorder to teach government in this school	Nil	0	65	100

Source: Field Survey, 2023.

From the Table 4.1, it was observed that 15 respondents representing 23.1% of the sample affirmed that Teachers of Government use computer to teach government in senior secondary schools while 50 of them representing 76.9% held a contrary view. It was also revealed that none of the respondents affirm that Teachers use PAS to

teach government in school in Egor local government while 65 (100%) held a contrary view. Furthermore, only 13 (20%) teachers use projector to teach government in senior secondary schools in Egor local government area while 52 (80%) do not use it. It was also found that no teacher of Government as a subject in Egor local government area use tablet to teach government and none also use tape recorder to teach government in respectively. It was therefore concluded that teachers of Government as a subject are not yet ICT compliant across Egor local government area of Edo State.

Research Question 2

What is the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State?

In finding out the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State, key variables were analysed and the result is present in Table 4.2.

Table 4.2: Data on the Level of Utilization of ICT for the Teaching of Government in Senior Secondary Schools in Egor LGA of Edo State

S/N	Statement	N	Weighted Mean	Mean Score	Stnd. D	Decision

6.	What extent do you use computer to teach government as a subject	65	126.75	1.95	.2189	Disagree
7	What extent do you use public address system (PAS) to teach government as a subject	65	141.7	2.18	.9073	Disagree
8	What extent do you use projector to teach government as a subject	65	121.55	1.87	.3321	Disagree
9	What extent do you use tablet and iPad (PAS) to teach government as a subject	65	68.9	1.06	.2354	Disagree
10	What extent do you use web boards to teach government as a subject	65	120.25	1.85	.5290	Disagree

Source: Field Survey (2023)

Table 4.2 contained the respondents' average rating on the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State. It was revealed that the participants disagreed on the variables considered. Specifically, the respondents disagree that they use computer to teach government as a subject with a mean score and standard deviation of 1.95 and 0.2189 respectively. They also disagreed that they use public address system (PAS) to teach government with a mean score and standard deviation of 2.18 and 0.9073 respectively. Furthermore, the participants also disagreed that they use projector to teach government as a subject with a mean score and standard deviation of 1.87 and 0.3321 respectively. They also disagree too that they use tablet and iPad (PAS) to teach government as a subject with a corresponding mean score and standard deviation of 1.06 and 0.2354 respectively. Finally on the research question two (2), the respondents disagree and posited that teacher use web boards to teach government as

a subject with a corresponding mean score and standard deviation of 1.85 and 0.5290 respectively. It was therefore concluded that there is currently low utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State

Research Question 3

What are the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?

: **Table 4.3: Data on the Benefits of Using ICT in the Teaching of Government in Senior Secondary Schools in Egor Local Government Area of Edo State.**

S/N	Variable	Level of Response			
		Yes	%	NO	%
11	Internet helps the teaching of government accessible to students	65	100	Nil	0%
12	Computer helps the learning of government more individualized	65	100	Nil	0%
13	Projector makes the teaching of government more engaging and interactive	65	100	Nil	0%
14	Public address service (PAS) makes the teaching of government reduces the risk of loss of information or mishearing information during the teaching process	65	100	Nil	0%
15	Printer helps teachers to print out materials for teaching government	65	100	Nil	0%

Source: Field Survey, 2023.

Table 4.2 contained the respondents' average rating on the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State. The analysed data revealed that the respondents unanimously agree on all the variables considered which include the fact that the internet helps the teaching of government accessible to students; computer helps the

learning of government more individualized; the use of projector makes the teaching of government more engaging and interactive; the Public address service (PAS) makes the teaching of government reduces the risk of loss of information or mishearing information during the teaching process; and that, Printer helps teachers to print out materials for teaching government respectively. It was therefore concluded that there is a lot for teachers of Government to benefit when they embrace and use ICT in the teaching and learning process.

Research Question 4

What are the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State.

In order to critically answer the above question, the relevant data were gathered from the instrument precisely those of items 16-20 and analyzed. The results from the analysis are presented in Table 4.4.

Table 4.4: Data on the Hindrances to the Use of ICT in the Teaching of Government in Senior Secondary Schools in Egor LGA of Edo State

S/N	Statement	N	Weighted Mean	Mean Score	Stnd. D	Decision
16.	Inadequate funding is why we do not have ICT in this school	65	256.75	3.95	.2890	Agree
17	I do not have enough training on how to use ICT in teaching	65	206.7	3.18	.9731	Agree
18	There is lack of electricity to power the ICT tools	65	186.55	2.87	.3321	Agree
19	The school could not afford the cost of ICT tools	65	198.9	3.06	.6354	Agree
20	The school could not maintain the few ICT tools in the school	65	185.25	2.85	.8290	Agree

Source: Field Survey (2023)

Table 4.4 contained the respondents' average rating on the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State. It was revealed that the participants agree that inadequate funding is why teachers do not have ICT in their schools with a mean score and standard deviation of 3.95 and 0.2090 respectively. They also agreed that they not have enough training on how to use ICT in teaching with a mean score and standard deviation of 3.18 and 0.9371 respectively. Furthermore, the participants also agreed that there is lack of electricity to power the ICT tools with a mean score and standard deviation of 2.87 and 0.3321 respectively. They also agree too that they their school could not afford the cost of ICT tools with a corresponding mean score and standard deviation of 3.06 and 0.2354 respectively. Finally on the research question four (4), the respondents agree and posited that the school could not maintain the few ICT tools in the school with a corresponding mean score and standard deviation of

2.85 and 0.8290 respectively. It was therefore concluded that there are major hindrances to the utilization of ICT tool in the teaching and learning of Government as a subject in senior secondary schools in Egor local government area of Edo State.

Discussion of Findings

This section contains the detailed discussion of the findings based on the four research questions raised to guide the study. The findings have been discussed according to areas delimitated as culled from the research instrument.

The findings from the research question one revealed that teachers of Government as a subject are not yet ICT compliant across Egor local government area of Edo State. This findings agree with several other researchers who also discovered that government teachers are not used to ICT probably because, it is not part of their teacher training programmes (Akiniyi, (2005).

The findings from the research question two revealed that there is currently a low utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State. This findings totally corroborates with what Kelechi (2022) found in Akwa, Anambra State when he evaluated utilization of information communication technology in the teaching of government in senior secondary schools.

The findings of the study also agrees with Haynie (2003) who affirmed that an uninformed teacher is one who refuses to consider utilizing ICT tools in his class, such teacher ultimately perform a disservice to his students in this era of globalization.

However, the idea projected here did not streamline the disservice to any particular course but to all area of specialization. In this era of globalization, ICT poses a big challenge to science teachers, irrespective of their area of specializations

The findings from the research question three indicated that there is a lot for teachers of Government to benefit when they embrace and use ICT in the teaching and learning process. This finding is supported by Adamu, (2018) when he found that ICT is used as a tool for students to discover government topics, solve problems, and provide solutions to the problems in the learning process. ICT makes knowledge acquisition more accessible, and concepts in learning areas are understood while engaging students in the application of ICT. The finding also agrees with Agagu, (2014) when he found that ICT develops students' new understanding in their areas of learning; and that ICT provides more creative solutions to different types of learning inquiries. For example, in a reading class, e-books are commonly used in reading aloud activities.

The findings of the study also revealed that there are major hindrances to the utilization of ICT tool in the teaching and learning of Government as a subject in senior secondary schools in Egor local government area of Edo State. These hindrances ranged from inadequate funding, government teachers not having enough training on how to use ICT in teaching; inadequate of electricity to power the ICT tools among others. This finding agree with Busola (2016) who insist that Government as a social science subject that is taught in schools and colleges should have a way to comply with the use of technology in this 21st century. The finding also

agrees with Haynie (2003) who affirmed that an uninformed teacher is one who refuses to consider utilizing ICT tools in his class, such teacher ultimately perform a disservice to his students in this era of globalization.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

The content of the chapter are the summary, conclusion and recommendations of the study.

Summary

The study investigated the influence of information communication technology on the teaching of government in senior secondary school in Egor local government area of Edo State. Four research questions were raised to guide the study and these include:

1. What are the ICT tools used by Government teachers in senior secondary schools in Egor local government area of Edo State?
2. What is the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State?
3. What are the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?
4. What are the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?

The survey research design was adopted for the study. A sample size of 65 respondents who were drawn through a simple random technique was used in the

study. A structured questionnaire designed with a modified Likert Scale method made up of a-four-point rating scale of Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly (SD) was the instrument adopted for the study. After the validation of the instrument, it was pilot-tested on a sample of 20 respondents for reliability. The instrument's reliability was determined using the Conbach's procedure. The correlation coefficient of the instrument was found to be 0.7.1.

The data collected were analysed using descriptive. The descriptive statistic involved frequency count, simple percentage mean score analysis. Furthermore, a criterion mean of 2.50 was set in the study for decision making. After analysis, the study gave the following findings:

1. That the teachers of Government as a subject are not yet ICT compliant across Egor local government area of Edo State.
2. That there is currently a low utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State.
3. That there is a lot for teachers of Government to benefit when they embrace and use ICT in the teaching and learning process.
4. That there is inadequate funding especially for the purchase of ICT tools
5. That government teachers do not have enough training on how to use ICT in teaching;
6. That there is inadequate of electricity to power the ICT tools in senior secondary schools in Egor local government area of Edo State

Conclusion

Based on the findings of the study it was concluded that ICT is a critical tools to deploy in the teaching of Government as a subject; and that the level of compliance with ICT tool among teachers of Government is very low in Egor local government area of Edo State.

Recommendations

Based on the findings and conclusion of the study, the researcher made the following recommendations:

1. The government should train Government teachers on how to use ICT tools in the teaching of Government as other social science subjects in senior secondary schools not only in Egor local government area but across Edo State.
2. The government across all levels, federal, state and local government alike should adequately fund and distribute ICT tools across senior secondary schools for the teaching of Government as a subject
3. In the same vein, proprietors of private schools should also be encouraged to purchase ICT equipment in their schools for and support Government teachers to utilize them
4. ICT infrastructure should be provided especially internet, by extending fibre cables to areas where they not yet available

5. The government should ensure that there is adequate supply of electricity to power the ICT tools especially during the day when students are expected to be in schools

Suggestions for Further Research

The study investigated the influence of information communication technology on the teaching of government in senior secondary school in Egor local government area of Edo State. However, studies would be needed in the following areas:

1. Assessment of the Training Needs of Teachers of Government as a Subject in Senior Secondary Schools in Edo State.
2. Assessment of the Strategies for Funding and Sustaining the Utilization of ICT in the teaching of Government.

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DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

BENIN CITY

Information and Communication Technology in the Teaching of Government Questionnaire (ICTTGQ).

Dear Respondent,

This questionnaire is solely for the purpose of a research. The researcher is carrying out a study on Influence of Information and Communication Technology in the Teaching of Government in senior secondary school in Egor local government area of Edo State.

You are therefore requested to kindly help as much as possible to supply the needed information. Your response shall be treated with outmost confidence. Please read the questions carefully and tick (✔) in the box provided that corresponds to the answer of your choice. At the right hand column there are numbers representing how

much you rate the statements. Indicate your response to the statements by ticking the appropriate number.

Thank You.

Vera

Researcher

SECTION A (DEMOGRAPHIC)

Instruction: Please tick (✔) Option that best suit your opinion.

1. Sex: Male [ ] Female [ ]
2. Age: 26-30 years [ ] 31-35years [ ] years [ ] 36 years and above [ ]
3. Educational Qualification: OND/NCE [ ] HND/University Degree [ ] Masters [ ] PHD [ ]

SECTION B

INSTRUCTION: Kindly tick (✔) where necessary using the following Keys:

Very High (VH), High(H), Low (L), Very Low (VL)

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	Item	SA	A	SD	D
RQ1	**What are the ICT tools used by Government teachers in senior secondary schools in Egor local government area of Edo State?**				
1	Teachers use computer to teach government in this school				
2	Teachers use PAS to teach government in this school				
3	Teachers use projector to teach government in this school				
4	Teachers use tablet to teach government in this school				
5	Teachers use tape recorder to teach government in this school				
RQ2	**What is the level of utilization of ICT for teaching Government in senior secondary schools in Egor local government area of Edo State**	**VH**	**H**	**L**	**VL**
6	What extent do you use computer to teach government as a				

	subject				
7	What extent do you use public address system (PAS) to teach government as a subject				
8	What extent do you use projector to teach government as a subject				
9	What extent do you use tablet and iPad (PAS) to teach government as a subject				
10	What extent do you use web boards to teach government as a subject				
RQ3	**What are the benefits of the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State?**	**SA**	**A**	**SD**	**D**
11	Internet helps the teaching of government accessible to students				
12	Computer helps the learning of government more individualized				
13	Projector makes the teaching of government more engaging and interactive				
14	Public address service (PAS) makes the teaching of government reduces the risk of loss of information or mishearing information during the teaching process				
15	Printer helps teachers to print out materials for teaching government				
RQ4	**What are the hindrances to the use of ICT in the teaching of Government in senior secondary schools in Egor local government area of Edo State**	**SA**	**A**	**SD**	**D**
16	Inadequate funding is why we do not have ICT in this school				
17	I do not have enough training on how to use ICT in teaching				
18	There is lack of electricity to power the ICT tools				
19	The school could not afford the cost of ICT tools				
20	The school could not maintain the few ICT tools in the school				

APPENDIX II

CRONBACH ALPHA RELIABILITY TEST RESULTS

Reliability

Notes

Output Created		02-OCT-2023 20:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item1 Item2 Item3 Item4 Item5 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00

Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.69	5

Reliability

Notes

Output Created		02-OCT-2023 20:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES= Item6 Item7 Item8 Item9 Item10 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

	N	%

Cases	Valid	20	100.0
	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.73	5

Reliability

Notes

Output Created		02-OCT-2023 20:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item11 Item12 Item13 Item14 Item15 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0

	Excluded[a]	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.68	5

Reliability

Notes

Output Created		02-OCT-2023 20:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item16 Item17 Item18 Item19 Item20 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

	N	%

Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.71	5

Reliability

Notes

Output Created		02-OCT-2023 20:24:51
Comments		
Input	Active Dataset	DataSet2
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	20
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item21 Item22 Item23 Item24 Item25 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
Resources	Processor Time	00:00:00.00
	Elapsed Time	00:00:00.00

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
0.73	5