

Impact of Information Communication Technology in Rural Schools of Nigeria: Case Study Enugu State, Nigeria

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We live in an era of information explosion, once there was want of information, today we are drowned in the surge of information. Without the basic computer literacy, one finds it almost difficult to function comfortably in society. Information Communication Technology (ICT) plays an important role in bringing an innovative change in education system focusing on the rural schools' development by conveying education to the primary and secondary level. Educational programs for the rural areas cannot by themselves reach out to all the communities under consideration. These areas are geographically dispersed and if these programs for such rural areas are to provide reasonable attention, accessibility technological means must be considered. There has to be an existing or proposed infrastructure that would enable these programs to be conveyed. The research shows, through data collected from Secondary schools in Enugu State in 2006 and 2016, the impact ICT has played in the awareness of students and how it has impacted their way of education. There is however, still a vast difference between students in urban areas and those in rural areas in other words, significant differences have been found among the students of ICT based and non-ICT based schools. There is therefore, a pressing need to primarily finance ICT projects focusing on the needs, aspirations, capacities and perspectives of the vast majority of students in rural areas. The government has taken some initiatives to integrate ICT in education system however this comes down to a trickle in the rural sector mainly due to the lack of infrastructure. There is therefore enough evidence to suggest that the rural schools should be encouraged to use ICT teaching tools. Though the technological and physical infrastructure in rural areas is still a major difficulty in taking advantage of the benefits of ICT, it is obvious that unless these schools take matters into their own hands, they would continue to lack in the benefits of ICT. Therefore, a cyber-café could be set up in the schools on a Public-Private-Partnership (PPP) model similar to the ones in use in India. These cafés could be operated on an energy efficient model so as to impact education in a more effective manner. Experts in education have suggested that ICT will cause an even more dramatic prototype for E learning since learning over the Internet is neither time bound nor place bound. The aim is "education anytime anywhere for anyone."