

FACTORS AFFECTING THE TEACHING OF COMPUTER STUDIES IN PUBLIC SECONDARY SCHOOLS IN ORUMBA SOUTH L.G.A OF ANAMBRA STATE

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Abstract

The purpose of the study was to find out the factors affecting the teaching of computer studies in public secondary school in Orumba south L.G.A of Anambra State. To guide the studies, three research questions were raised and the instrument for data collection is a self designed 16 -questionnaire item and the statistical tool for data analysis was the mean .The study covered all the public secondary schools in the Orumba south local government area Anambra State The findings revealed that computer and other facilities for teaching computer studies is available in public, the computer teachers are qualified and adequate for teaching computer studies, the attitude of the student affects the teaching computer studies based on the findings, the researcher made the following recommendation: Government should further make efforts to adequately equip all public secondary school in Orumba south local government area with computer and other facilities to ease the work. Experienced computer teachers should be deployed in the public secondary schools by the post-primary schools commission Awka, Anambra state.

Keywords: Teaching, teachers, education, computer studies, public secondary schools,

Introduction

In todays digital era, computer literacy has become a fundamental requirement for effective participation in society. Computer studies, as a subject is designed to equip student with knowledge and practical skills necessary for academic, social, and professional advancement. In Nigeria, the inclusion of Computer Studies in the secondary school curriculum is part of the government's effort to prepare students for the challenges of globalization, technological advancement, and the knowledge-driven economy. Education appears to be one of the major determinants for sustainable life-long earnings. Countries therefore, frequently raise educational attainment as a way of tackling poverty and deprivation (UNESCO, 2005). A well educated and skilled work force is one of the core pillars of the knowledge-based economics (UNESCO). This realization makes the reforms in education and development to remain a central pre-occupation for many countries and for international development. In every country, at any giving level of economic development, these is a great demand for educational reform in order to be able to face the prevailing political social and cultural changes as well as scientific and technological transformation (UNESCO).

Teaching is becoming one of the most challenging professions in our society today, where knowledge is expanding so rapidly that modern technologies demand the use of information and communication technology (ICT). Computer Studies has become, within a short time, one of the basic building blocks of a modern society. Many countries now regard understanding computer and mastering its basic concepts as part of the core of education (UNESCO, 2002). In Nigeria, government has established a full-fledged information technology ministry since 2006 to stress the importance of information technology in promoting economic growth and development. However, despite the recognized importance of the subject, the teaching of computer studies in many public secondary schools, particularly in Orumba South Local Government Area of Anambra State, faces several challenges. These challenges range from inadequate computer laboratories, insufficient qualified teachers, electricity, poor funding, to low motivation of teachers and students alike. The effectiveness of teaching Computer Studies largely depends on the availability of resources, teacher competence, and administrative support, (Onebunne, 2024)

Observers and proponents of computer suggests that our use of increasingly sophisticated and enabling technologies will continue to the extent that technological literacy will become a basic functional requirement for our work, social and personal lives. The use of computer in education is not a new phenomenon. In the 1970's the promoters claimed that it would transform and save education (Lockard, Abrams & Many, 1994). However, it has been observed that the teaching and learning of computer in schools have been quite easy owing to several factors such as inadequate equipment facilities, computer instructional resources for teaching and learning exercise (Aghadino,

Okebukola (1990), however, it is believed that computer studies is beset with a number of problems (Ehondor and Omoruyi, 2013). For Agwagah, (1993), the teachers of computer studies are not regularly trained to be at par with the dynamic nature of the field of computer. According to Ejiofor, (2001) some of the teachers who are supposed to teach the computer assisted instruction do not have the basic practical knowledge of computer. There is also the factor of poor funding; inadequate finance to purchase computer that can be used for instructional owing to poor internally generated revenue, as well as problem of infrastructural facilities like electricity. There is no doubt that the operation of computers can only be possible with the help of electricity, but the unavailability of steady power supply is the contemporary in Nigeria as a challenge to the effective implementation of computer education (Jonathan and Pius 2001; Onebunne, 2025).

Some of these factors indicated presupposes that there are problems associated with the teaching and learning of computer studies. Anolaoue (2011) maintained that despite the seemingly huge efforts and commitment of government in relation to the realization of the objectives of computer studies huge challenges still remain, for instance the service of public secondary school graduates are most predominantly used in many computer operating business centers, but these secondary school graduates, distain their skills after they had left school through engaging in out-of-school training programs on various packages of computer operations. These trainings, Anolue (2011) maintained that it enable them compete for a place in the world of work and for the purpose of writing the computer- based, Ezeani nations adopted by some examination bodies and post University and Tertiary matriculation Examinations (Post UTME) in furtherance of their studies.

Thus, there is a need to investigate the factors affecting the teaching of Computer Studies in public secondary schools within Orumba South L.G.A The findings will provide insight into the major barriers and offer possible solutions for improvement.

Statement of the problems

Despite the inclusion of Computer Studies in the secondary school curriculum, many students in public schools graduate without adequate computer knowledge or skills in Orumba South LGA, several schools lack functional computer laboratories, and some rely solely on theoretical teaching without practical seasons. Moreover, many teachers handling the subject may not be adequately trained in modern computer applications and ICT integration. If these challenges are not addressed, students in public secondary schools may remain disadvantaged compared to their pairs in privates schools, thereby limiting their opportunities in higher education and future careers. This study, therefore, seeks to identify the key factors affecting the teaching of Computer Studies in Orumba South LGA.

Purpose of the study

1. Identify the availability and adequacy of instructional resources for teaching Computer Studies.
2. Examine the qualification and competence of teachers handling Computer Studies.
3. Investigate the impact of school management and government support on the teaching of Computer Studies.
4. Determine the challenges faced by teachers and students in the teaching and learning of Computer Studies.

Significance of the study

The study will be significant in the following ways:

- Students: it will help them understand the importance of acquiring practical computer skills.
- Teachers: The findings will highlight their challenges and suggest strategies for effective teaching.
- School Administrators: The research will provide insights on the need to provide adequate facilities and professional development for teachers.
- Government and Policy Makers: The study will guide policy makers in making informed decisions concerning the provision of ICT infrastructure in public secondary schools.

- Researchers: It will serve as a reference material for future studies related to ICT and computer education.

Scope of the study

This study is limited to public secondary schools in Orumba South Local Government Area of Anambra State. It will focus on factors such as instructional resources, teacher competence, school management support, and the challenges faced in the teaching and learning of Computer Studies. Private secondary schools are not covered in this study.

Research Questions

The study will be guided by the following questions :

1. To what extent are instructional resources available and adequate for teaching Computer Studies in public secondary schools in Orumba South LGA ?
2. What are the qualifications and competences of teachers teaching Computer Studies in the area ?
3. How does school management and government support affect the teaching of Computer Studies?
4. What are the challenges faced by teachers and students in the teaching of Computer Studies?

REVIEW OF RELATED LITERATURE

Concept of Computer Studies

According to Aniegwu (2022) computer is an electronic device that accept data as an input, processes data according to predefined rules (program), stores data (if necessary), and gives out information as output. Okwor and Onah (2015) observed that the word computer in a Latin word implies, “reckon” or “ computer”, they defined computer after word as “an automatic, electronic or electromechanical machine that follows instructions stored within it to capture data, store data, process data into information and display the information.

Computer Studies is a subject introduced to equip students with practical knowledge and skills for handling information, communication and technology (ICT). According to the Nigerian Educational Research and Development Council (NERDC), the subject is part of the curriculum to ensure students can adapt to technological changes in society. Effective teaching of Computer Studies requires adequate facilities, qualified teachers, and an enabling environment. As it stands today, education is unavoidably caught up and engulfed at all levels by technological changes all over the world, the effect of technological advancement especially as it relates to the use of computers, have been felt in all spheres of human endeavour, namely, science and technology, religion, social, government, economic, political among others.

Recognizing the societal trend and the roles computer stand to play in the attainment of stated national educational aims and objectives, the Federal Government of Nigeria in 1987, during the 32nd ministerial council meeting of the National council on Education, decided to introduce computer studies with the nation’s secondary school system. This was followed by the inauguration of the National Committee on computer Education the same year. The functions of the committee include planning for a dynamic policy on computer education and literacy in Nigeria, as well as devising clear strategies and terminologies to be used by the Federal and State government in introducing computer education (Nigeria tribune, April 11,1998) in Okwor and Onah (2013).

The general objectives of the policy include:

- To bring about a computer literate society in Nigeria
- To enable present school children to appreciate and use the computer in various aspects of life in future employment (report of National committee on computer education, 1998).

According to the National Computer Policy (1988), the first objective is to ensure that the general populace appreciates the impact of information and technology on today’s society, the importance of its effective use, and the technologies that process, manage, and communicate the information. The second general objective is to ensure that the people of Nigeria will know how to use and program computer, develop software packages, understand the structure and operation of computers and their history, and to appreciate the economic, social and psychological impact of the computer.

The modalities and strategies for achieving the stated object include.

- ❖ The training of teachers and associated personal
- ❖ Provision of hardware facilities
- ❖ Curriculum development
- ❖ The maintenance of hardware and peripherals

The policy recommends a continuous evaluation of progress. The evaluation is to commence by comparing school practice with policy stipulations. This was to provide a framework for policy revision. According to Anolue (2011), government reviewed school's curriculum at all levels of education to incorporate the study of computer, Information and Communication Technology (ICT). But the study of computer at the secondary level in yet to gain the full impact of the objective and aim for which it was introduced. Anolue maintained that despite the seemingly huge effort and commitment of government in relation to the realization of objectives and aims of computer studies through implementation of the modalities and strategies aforementioned for achieving the objectives and aims of computer studies, huge challenges still remain. The foregoing was in agreement with Oni(2012) which observed that particularly in public schools, students computer ratio are unbelievably small and governments provision of requisite facilities have also been grossly inadequate. Computer education is being advocated because it is almost certain that computer literacy will have as much impact on career opportunities in the fast growing information age (Adam and Bello, 2010), the relevance of computer education lies on its utility values. The National Policy on Education (NPE,1981 revised in 1988,1991,1998and 2004) introduced the teaching of computer studies in Nigerian schools. According to Ehondor and Omornyi (2013), The inclusion of computer studies in school curriculum was aimed at providing opportunity to every students to become computer literate. Computer studies in schools is therefore, aimed at assisting students to cope with modern technological development equip them with knowledge and competence or skills of programme and administrative management as well as improve the learning process.

Computer studies is indispensable in virtually all factors of human endeavours, its teaching and learning in schools require to be effectively engaging both for the society. This new approach has made the teaching of computer studies a little more complexes and challenging. It has been observed that the teaching and learning of computer studies in schools has not been quite easy. Often times, people talk about inadequate equipment, facilities and computer instructional resources for teaching and learning exercise (Adamu, 2000) in (Ehondor and Omoruyi,2013). Other factors include poor supply, poor funding inadequate number of competent teachers, Jonathan and Pius (2001) observed that many school have no access to power facilities, and when they do, they lack the resources to install and ensure the safety the materials.

Computer and Other Facilities

To ensure effective teaching- learning of computer studies requires that the students be afforded the opportunity of practice – oriented instruction. Zammit (1997), in recognizing the importance of availability of computer peripherals in teaching -learning, opined that the second most important factors that encourage teachers to start using computers was software availability. For the purpose of clarity, ICT gadgets encompass computer devices, communication equipment and other related devices. ICT stands for information and communication technology. In education system, it refers to a broad field encompassing computers, communication equipment and the services associated with them. It includes telephone, cellular networks, satellite communication, broadcasting media and other forms of communication (Maier and Warren, 2000). Computer in not part of classroom technology in many public schools in Nigeria. This, chalk and textbooks continue to dominate computer studies activities in most secondary school classroom in Nigeria. Dablen and Oni (2001) observed that Nigeria needs to replace the traditional pedagogical practices that still underpin its educational system.

Part of the modalities and strategies outlined for achieving the stated objectives for computer studies smooth take off and sustenance in the National computer policy was the provision of computer peripherals and hardware. To what extent government has provided computers to secondary schools

have been attempted by various studies. For instance, Jegede and Adelodum (2003), examined the extent to which necessary facilities like hard ware, computer laboratories and relevant textbooks are available for computer studies, and also examined how well the designed syllables has been implemented in schools. Anolue (2011) maintained that despite the seemingly huge effort and commitment of government in relation to the realization of the objective of computer studies, huge challenges still remain. In Anambra state, government effort at equipping public secondary schools with adequate computer system and other ICT gadgets are evident in some government support programmes and initiatives. According to Ezekwesili (2003), Government has gone ahead to implement the supply of computer systems and other ICT gadgets to public secondary schools through the school computer initiatives like the "NET programme". The Anambra state government had also among other key effort provided computers to several secondary schools in the state (Eyiuche and Akudolu, 2011). However, to what extent these computers are adequate, is part concern of this study to enable government reappraise her modalities.

Availability of Trained Computer Teachers

Availability of computer systems and other ICT gadgets without the commensurate trained manpower to effectively utilize them for the optional achievement of the set objectives for procuring them will amount to effort in futility. Teachers need to be trained to change their role and responsibilities from the dispensers of knowledge of facilities and a acquisition to managers of information resources. Most of the competence required of a secondary school computer teacher may be a reflection of the UNESCO (2002) assertion that teacher education institutions are faced with the challenges of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. As well known, the basis for acquisition of knowledge in a subject matter and ability to provide and use instructional materials is provided in methodology courses, teachers go through in their training. This is one of the objectives of teacher education, as stated in the National Policy on Education, is to provide teachers with intellectual and professional Background adequate for their assignment and make them adaptable to changing situations. Akudolu (2004) noted that the ICT courses in these institutions were merely designed to teach the students computer appreciation. The abilities of applying the computer appreciation to optimization of ICT instructional delivery are not taught. Olibe (2007) found that many secondary school teachers in Anambra state possess basic computer literacy but lack the competencies for applying it ICT in teaching in secondary schools. There seem to exist a disconnect between computer literacy and competency which this study shall equally verify.

One of the major problems of using computer and other ICT gadgets is the power factor. Ejiofor (2001) maintained that the problems of using computer interplay among environment and power requirement, as well as human resources, technological based curriculum, pedagogy and finance. Constant power supply cannot now be guaranteed in Nigeria. Power Holding Company of Nigeria (PHCN), now Electricity Distribution Company (EDC) has not performed to the level that one can vouch for the safety of computer due to power fluctuations or power surge, to this effect, Jonathan and Pius (2001) said many schools have no access to power facilities and when they do they lack the resources to install and ensure the safety of the materials. Ejiofor (2001) noted that the major problem of using computer for teaching and learning in schools in Orumba South Local Government Area revolves around the environmental and power factors, as well as human resources technology based curriculum, pedagogy and finance.

Teachers are indispensable to successful computer education. Successful implementation of computer studies can only be assumed through teachers who have acquired necessary knowledge and skills. The teacher needs to be sufficiently competent to make personal use of computers and to make use of ICT as a tool for teaching (Krischner Davis, 2003). New house (2003) found that many teachers lacked the knowledge and skills to use computers and were not enthusiastic about the changes and integration of supplementary learning associated with bringing computers into their teaching practice. Yusuf (2005) has noted that teacher's competence and sufficiency in their capacity to work effectively with computers is a significant factor that derives from training and re- training, and functions in determining their patterns of implementing the curriculum for the benefit of the learners. Adegoke

(2006) has discovered that lack of adequate number of computer teachers, incompetency and lack of confidence in the use of computer greatly influenced the implementation of computer,.

Student's attitude to Computer Teaching

Attitude plays major roles in the comprehensibility of school concepts. This attitude to computer studies deal with the beliefs interest, perceptions, aspirations, practicing habit, persistence and self concept of students during and after teaching- learning situation. Attitude to computer studies can be viewed as a state of readiness, tendency on the part of individuals to respond positively or negatively to a situation or another person especially in the classroom (Amoo and Rahman,2004). The attitudes of students to the teaching and learning of computer studies is most likely to be positive. According to weld rip and Fisher (2018), the entire sense of an average student is engaged to an impressive extent when interacting with the computer system, his attitude is largely positive and disposition/ interest to learn too. Obumneke (2005) and Onebunne (2023) maintained that interest of students is a precursor to attention. Any subject that elicits attention of students of secondary school age is unconnected with the ability of the method of teaching adopted by the teacher to arouse their interest. Most learners prefer group method of teaching to other methods other prefers individualized instruction. Though some other factors maybe inhibitory, teachers, according to Obumeneke should adopt methods which usually keep the learners alert computer studies as a subject, when taught without live computer system may hardly elict interest, let alone attention, which is required for comprehension. The live display of computers and showing the students the “how” and “why” of the lesson delivered should also dominate in the classroom teaching of those involved in teaching and vocational course which computer studies fall in. Obumneke (2005) opined that attitude is response in a preferential way. Plante and Beattie (2004) pointed out that the interconnection of attitude and response existed in information and communication technology (ICT) education. Therefore, the disposition of the students before, during and after computer studies is relevant to the condition for the development of human mental resource which allow people to both successfully apply the existing knowledge and produce new knowledge (Shavinna 2017). The question of Apathy by students to computer studies, truancy prior to the scheduled classroom instruction and laxity in attending to given exercise on schedule according to Sharic (2016) should be discouraged.

Theoretical Framework

This study is anchored on two major theories:

Systems Theory (Bertalanffy, 1968): This theory views the school as a system made up of interdependent parts – teachers, students, resources, management, and government. If one part fails, the entire system is affected. Applied to this study, when resources or competent teachers are lacking, the teaching of Computer Studies suffers.

Constructivist Learning Theory (Piaget, 1972): This theory emphasizes learning by doing. In Computer Studies , students learn best when given opportunities to practice with real computers rather than only theoretical lessons. Therefore, inadequate practical exposure hinders meaningful learning.

Empirical Studies

Availability of Instructional Resources

Research by Yusuf (2016) revealed that most Nigerian public secondary schools lack adequate ICT facilities such as computers, projectors and internet connectivity, which negatively affects the teaching of Computer Studies, Similarly, Nwosu(2018) found that schools with functional computer laboratories recorded better student performance in Computer Studies.

Teacher Qualification and Competence

Studies by Adebayo (2017) and Eze (2019) emphasized that many teachers handling Computer Studies were either not ICT specialists or had insufficient training. This reduces the quality of teaching and leads to shallow coverage of the curriculum.

Government and Management Support

Olawale (2020) argued that poor funding of education is a major obstacle in the teaching of Computer Studies. Inadequate provision of ICT facilities, irregular electricity supply, and lack of teacher training programs show limited government commitment. School management also plays a role in ensuring effective supervision and provision of resources.

Challenges Faced by Teachers and Students

According to Umeh (2019), major challenges include erratic power supply, overcrowded classrooms, limited access to computers, and insufficient time allocation for practicals. Students in rural areas are most affected due to infrastructural deficits.

Summary of Literature Review

The reviewed literature shows that effective teaching of Computer Studies is influenced by availability of instructional resources, teacher competence, government support, and school management practices. Studies consistently point to inadequate facilities, poor teacher preparation, and lack of electricity as major barriers. However, it is imperative that adequately trained computer teachers arousing students interest to elicit attention, provision of reliable power supply source and provision of adequate computer system and other ICT gadgets are suggestive panacea to the problems of reliance to acquire relevant skills to enable them fit into the world of work and to be able to participate effectively in computer based tests/examinations being adopted by most examination bodies.

RESEARCH METHODOLOGY

This chapter deals with the method and procedure that are used in carrying out this research. It is done under the following sub headings

Research Design

This study will adopt a descriptive survey design. The design is considered appropriate because it enables the researcher to collect data from a large population through questionnaires and describe the existing factors affecting the teaching of Computer Studies in public secondary schools without manipulating variables.

Area of the Study

The study was carried out in Orumba South Local Government Area (LGA) of Anambra State, Nigeria. Orumba South is one of the 21 LGAs in Anambra State and is made up of both rural and semi-urban communities. The LGA has several public secondary schools that are under the supervision of the Anambra State Post Primary Schools Service Commission (PPSSC).

Population of the Study

The population of this study will consist of all the thirty -four (34) Computer Studies teachers in public secondary schools in Orumba South LGA.

Sample and Sampling Technique

The thirty- four (34) teachers who teaches computer studies in the seventeen (17) Public Secondary Schools in Orumba South Local Government Area were used for the study. Thus no sampling of the population was done due to its small size

Instrument for Data Collection

The instrument for data collection was a structured questionnaire. The questionnaire consisted of two sections and was all constructed of 4 point scale and weighted as follows:

Very Great Extent (VGE)	= 4
Great Extent (GE)	= 3
Low Extent (LE)	= 2
Very Low Extent (VLE)	= 1

Validation of the Instrument

The instrument was constructed by the researcher and scrutinized by the project supervisor. An expert from the school of Education of Nnamdi Azikwe University Awka validated the instrument, his ideas, criticisms and corrections were used to modify the content of the questionnaire which gave rise to the final copy.

Method of Data Collection

The copies of the questionnaire were distributed to the respondents by the researcher and collected on the spot after they were duly completed and returned. This gave rise to 100% return rate.

Method of Data Analysis

The collected data were organized and analysed using arithmetic mean.

The mean of 3.0 used as cut-off is calculated using the formula:

$$\bar{X} = \frac{\sum fx}{N}$$

Where $\bar{X}$ = Mean score

Σ = Summation

F = Frequency

N = Total normal number of the respondents

X = Score of each respondent

Therefore, using the formula above, the mean is determined thus:

$$\bar{X} = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.5$$

Cut -Off

To finally determine the cut-off, it was determined by adding 0.5 to the mean of 2.5, which gives 3.0. it therefore means that questionnaire items with a mean of 3.0 and above are considered as accepted, while those below 3.0 are considered rejected.

DATA PRESENTATION AND ANALYSIS

This chapter presents and analyses the data collected from the respondents on the factors affecting the teaching of Computer Studies in public secondary schools in Orumba South LGA.

Research Question One

To what extent are computer and other facilities for teaching computer studies available in public secondary schools in Orumba South Local Government Area?

Table 2: The mean response of the respondents on the extent to which computers and other facilities for teaching computer studies are available in public secondary school in Orumba South L.G.A.

S/N	ITEMS	VGE	GE	LE	VL E	N	X	Remark
1.	There are not enough computers and other facilities for teaching computer studies	17	5	-	4	26	3.4	Accepted
2.	We do not have a computer laboratory in our school for computer studies instruction	6	4	16	-	26	2.6	Rejected
3.	All the computers in the laboratory are not functional	14	-	7	5	26	2.9	Rejected
4.	There is no projector in the computer laboratory	21	2	2	1	26	3.7	Accepted
5.	The computers in our laboratory are not networked and connected to the internet	16	5	3	1	26	3.3	Accepted
6.	There are not enough computer software in the laboratory	16	4	1	-	26	3.0	Accepted
7.	There is no generator for power supply	17	6	3	-	26	3.5	Accepted
	Grand mean							3.2 Accepted

From Table 2 above on the extent to which computer and other facilities for teaching computer studies are available, the respondents shared that items 1,4,5,6, and 7 were accepted. Items 2 and 3 were rejected. The calculated grand mean value was 3.2, showing that computers and other facilities for teaching computer studies in public secondary schools in Orumba South Local Government Area were available.

Research Question Two

To what extent are the computer teachers qualified and adequate for teaching computer studies in public secondary schools in Orumba South L.G.A?

Table 3: The mean responses of the respondents on the extent computer teachers are qualified and adequate for teaching computer studies in public secondary schools in Orumba South L.G.A.

S/N	ITEMS	VGE	GE	LE	VLE	N	X	Remark
8.	The students-teacher ratio is high	18	5	-	3	26	3.5	Accepted
9.	The teachers do not engage in practical's	13	1	7	5	26	2.9	Rejected
10.	We do not have enough experienced computer teacher	16	5	3	1	26	3.3	Accepted
11.	Our teachers are not qualified computer teacher	6	13	2	5	26	2.8	Rejected
12.	Our teachers do not attend seminars/workshops and conference on regular basis	20	2	2	2	26	3.5	Accepted
	Grand mean						3.2	Accepted

From table 3 above, respondents showed that items 9 and 11 were rejected. Item 8,10 and 12 were however accepted. The calculated grand mean was 3.2 showing that computer teachers are qualified but are not adequate in teaching computers in Orumba South L.G.A Anambra State.

Research Question Three

To what extent does the attitude of the students affect the teaching of computer studies in public secondary schools in Orumba South Local Government Area?

Table 4: The mean responses of respondents on the extent the attitude of students affect then teaching of computer studies in public secondary school in Orumba South Local Government Area in Anambra State.

S/N	ITEMS	VGE	GE	LE	VLE	N	X	Remark
13.	Students rarely show interest in the study of computer	14	-	6	7	26	2.8	Rejected
14.	Students hardly get excited at the right of live computers and ICT gadgets	4	4	17	-	26	2.4	Rejected
15.	Students do not do computer related exercises given to them right on schedule	3	15	7	-	26	2.7	Rejected
16.	Students sneak-out of the classroom prior to the scheduled period for computer studies instruction	8	-	7	11	26	2.2	Rejected
	Grand Mean						2.5	Rejected

From table 4 above, respondents considered all the items as affecting the teaching of computer studies. All the items 13,14,15 and 16 were rejected. The calculated grand mean was 2.5 which showed that the attitude of the students affect the teaching of computer studies in public secondary schools in Orumba South Local Government Area of Anambra state.

Summary of Major Findings

Findings on the factors affecting the teaching of computer studies, in public secondary schools in Orumba South Local Government Area in Anambra state were as follows:

The findings on the extent to which computer and other facilities for teaching computer studies are available showed that computer and other facilities for teaching computer studies are available in public secondary schools in Orumba South L.G.A Anambra State.

For the extent, computer teachers are qualified and adequate for teaching of computer studies in public secondary schools, findings showed that computer teachers are qualified for teaching computer studies in public secondary schools in Orumba South Local Government Area. The Findings on the extent the attitude of students affect the teaching of computer studies in Orumba South L.G.A, revealed that students attitude affect the teaching of computer studies to a great extent.

Discussion of the Findings

The findings on research question 1 which are on the extent to which computers and other facilities for teaching computer studies are available in public secondary schools in Orumba South Local Government Area, Showed that: there are not enough computers and other facilities for teaching, there are no projectors in the computer laboratories and there are not enough computer software in the laboratories which affect, to a great extent, the teaching of computer studies.

The issues of whether or not there is a computer laboratory, available computer have stand by generators for power supply were however not considered to be affecting the teaching of computer to a great extent are in agreement with Oni (2012) who stated that: with particular reference to public schools, students computer ratio are unbelievably small and government effort at putting in place needed infrastructure and facilities have also been grossly inadequate. That the findings did not consider computer laboratories, networking computers and their connection to the internet, and generators for power supply as affecting, to a great extent, the teaching of computer studies in public secondary schools was unconnected to the observation of Ezekwesili (2006) and Eyiuche and Akudolu (2011) who variously acknowledged that Anambra State Government had, among other key efforts at improving teaching of computer studies, provided computers to several public secondary schools.

These findings suggest on one hand that the state government actually had put some facilities and provided some computers for public secondary schools, but on the other hand, that these provisions are however not adequate to a great extent for teaching of computer studies in public secondary schools in Orumba South Local Government Area. From research question 2, findings on the extent computer teachers are qualified and adequate for teaching computer studies in public secondary schools in Orumba South Local Government Area, showed that, student-teacher ratio is high, there are not experienced computer teachers and that teachers do not attend seminar/workshops and conferences on regular bases.

The findings were in an agreement with UNESCO (2002) assertion that teacher education institutions are faced with the challenges of preparing adequate number of teachers that can effectively use the new learning tools (computer). The imperatives of teachers training, teacher competence and capacity to work effectively with computers, which it is derivative of training and retraining evident in quality and improves approach to learners needs (Yusuf,2005). Adegoke (2006) equally was in agreement with the findings of the study, pointing out that lack of adequate number of competent teachers, and lack of confidence in the use of computers, greatly influenced that implementation of computers and computer studies in Nigeria secondary schools.

However, the findings did not consider teachers who do not engage in practical's and who are not qualified as factors that affect to a great extent the teaching of computer studies in public secondary schools in Orumba South Local Government Area. These findings tend to suggest that the number of students to a computer teacher is high, available teachers though qualified, are not adequate and lack

regular training which tend to affects to a great extent that teaching of computer studies in public secondary schools in Orumba South Local Government Area.

The findings from research question 3 revealed that the students attitude to the teaching of computer studies does not affect it to a great extent. That students rarely show interest in the exercises given to them right on schedule, sneak-out of the classroom prior to the scheduled period for the computer studies were all considered to affect the teaching of computer studies to a low extent. These findings were in line with the view of Amoo and Rahman (2004) which stated that attitude to studies can be a state of readiness, tendency on the part of individual to respond positively or negatively to a situation or another person especially in the classroom. The findings on the attitude of the students to the teaching of computer studies in public secondary schools in Orumba South Local Government Area showed that their attitude to the subject is in the negative. The findings suggest that students attitude affects to a low extent the teaching of computer studies in public secondary schools in Orumba South Local Government Area.

Implication of the Study

The implications of the study is as follow:

The findings of the study implies that students do not have enough computers and other ICT facilities to study with. This will make teachers focus more on the theoretical aspect of computer studies, thereby denying the students the opportunity to gain practical knowledge of computer.

Again, the student teachers ratio is high, which implies that, if more teachers are not employed to teach computer studies, the work load would have negative effect on computer studies.

Furthermore, the teachers of computer studies do not have the competency and capacity to impart the necessary knowledge on the students since they are not be trained regularly through seminars and workshop.

Recommendations

In line with the findings of this study, the following recommendations were made:

1. Government should further make effort to adequately equip all public secondary schools in Orumba South Local Government Area with computer and other facilities to ease the work.
2. Experienced computer teachers should be deployed in the public secondary schools by the post-primary schools commission Awka, Anambra state public secondary schools.
3. Computer teachers should be regularly trained and re-trained to enable them be effective and efficient in their duty.

Limitations of The Study

The study was conducted in only one Local government Area of Anambra state. Hence, its findings cannot be used to generalize the conditions prevalent in other Local Government Areas.

The researcher met with financial and time constraints owing to the unavoidable number of visits to most of the schools.

Suggestions for Further Studies

In view of the limitation of the study, the researcher suggests that the following studies be carried out:

1. A replication of the study using all the Local Governments in the state.
2. A study on strategies for improving the teaching and learning of computer studies in Anambra state.

Conclusion

This study was designed to find out the factors affecting the teaching of computer studies in public secondary schools in Orumba South Local Government Area in Anambra State. From the analysis of the data obtained, computer and other facilities for teaching computer studies are not adequately available in public secondary schools, that computer teachers are qualified but are not adequate for teaching computer studies in public secondary schools.

However, students attitude to the teaching of computer studies does not affect the teaching of computer studies.

It is believed that, given adequate attention to the recommendations of the study which were based on the findings, public secondary school computer graduates should be able to acquire the requisite computer skills and knowledge needed to fit into the computer world of work and to be able to write any computer based examination/test without relying on computer training centre for the same purpose.

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