EVALUATION OF THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN SECONDARY SCHOOLS IN KANO STATE

BY

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A THESIS SUBMITTED TO THE POST GRADUATE SCHOOL, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTERS OF EDUCATION (M.Ed) IN THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM, FACULTY OF EDUCATION AHMADU BELLO UNIVERSITY, ZARIA

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DECLARATION

I hereby declare that this thesis on "Evaluation of the Use of Information and Communication Technology (ICT) in Secondary Schools in Kano State" has been compiled and submitted by me. The research is exclusively based on the report of the investigation conducted by me. All sources of information derived from the literature have been duly acknowledged in the text by way of references. It has not been presented in any previous application for higher degree at any place.

_____ _____

Rabiu ALIYU Date

CERTIFICATION

This thesis entitled "Evaluation of the Use of Information and Communication Technology (ICT) in Secondary School in Kano State" by Rabiu Aliyu meets the regulation governing the award of the degree of Masters in Education of Ahmadu Bello University, Zaria, and it is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to Almighty Allah, the Giver of life and to my family members for all the love and support I enjoyed while I was undergoing the programme.

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The researcher wishes to acknowledge with gratitude the contributions of my Major Supervisors, Dr. A. A. Igunnu and Second supervisor Dr. M. O. Dare for their academic leadership, philanthropy and humility exhibited by them. Your patience, intelligence to attend to me at all times provided the motivation to complete this work. May God bless you.

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ABSTRACT

This work "Evaluation of the Use of Information and Communication Technology (ICT) in Secondary Schools in Kano State" opened up with the Background to the Study which highlighted all that is expected to be visited in the course of the discussion of this work. It moved off to the Statement of Problem and identification of five (5) objectives of the study, five (5) research questions and five (5) hypotheses which formed the foundation of the work and the basis for the arrangement of the literature review. Basic assumptions were made and significance of the studies outlined. The scope and delimitation properly stated. The Literature Review covered the conceptual framework, emergence of Information and Communication Technology, Information and Communication Technology and School Management (Finance, Staff, School Facilities, Information and School Records). The methodology for this study was discussed. The study is a survey focused on peoples' opinions. The population used were 360 principals, vice-principals, Heads of Departments, Teachers, Ministry of Education Officials and Bursars. Structured questionnaire of the Likert four point scale was used. The questionnaire are directly administered by the researcher. The Analysis of the Data was based on descriptive and percentage arrangement as well as the use of One Way Analysis of Variance (ANOVA) for the testing of the hypotheses. The five (5) null hypotheses were rejected and alternative hypotheses accepted. The major findings were that ICT is very new in most secondary schools in Kano state. Therefore, its benefits have not been fully realized, there were inadequate personnel to teach ICT related subjects and that ICT subjects were not properly funded and this has affected supply of ICT materials in Kano state secondary schools. Some recommendations were made such as that each school with the support of government and other agencies should organize and provide awareness programmes through workshops, seminars, lectures on ICT and that adequate qualified personnel and enough facilities should be provided for proper functioning of ICT activities in each secondary schools in Kano state.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education in Nigeria as in other countries is regarded as the key to overall development. Consequently education has enjoyed a high priority in Nigeria's development plans. With the high rate of population growth of the country there has been a resultant increase in the number of schools at all levels. Secondary education for example has witnessed an unprecedented growth in the number of secondary schools and students enrolment figures.

Commenting on this growth Fafunwa (1997) asserted that the growth is not sustainable and noted rapid increase in the number of secondary schools was as a result of increase in the number of students enrolment figure. The issue of planning and management in Nigeria schools was noted by Former Minister of Education (Aborisade, 2002). According to him poor management in all sectors of Nigeria economy led to poor management of educational sector and subsequently backwardness of education.

According to Samaila (2002), data from secondary schools were not reliable, timely and inauthentic. At the same time accessibility to the existing data and information was very difficult. He noted that these problems made management and decision making in secondary schools very difficult and unreliable because important decisions were based on these unreliable data. It is in the light of the above that Information and Communication Technology (ICT) in the secondary schools, becomes a welcome idea.

Nigeria has become a global village with tremendous technological breakthrough. Information about students performance over the years can be demanded for by training institutions and employers of labour which may be urgent, the importance of retrieval of such information as quickly as possible is achieved through the ICT.

Lucey (1997) defined Information and Communication Technology as a way of converting data from internal source into information and to communicate that information in an appropriate form to managers at all levels in all functions, to enable them to make timely and effective decision for planning and directing. Some of the useful statistical information can also be used by the state government in planning the manpower need of the country. Currently the ICT has been introduced in some Federal Schools in the country with each having an established ICT unit, which has the responsibility of collecting, storing and processing data on academic programmes, students and staff files and literary records. With the effective use of the ICT units in the schools accurate and reliable reports and other statistical information for use by the respective schools can be obtained. Some of these useful statistical information can also be used by the Federal and State government in planning the manpower need of the country. Marshal (1984) defined Information and Communication Technology as a coming together of computing and telecommunication for the purpose of handling information. This merger has been made possible by recent development in microelectronics. The merger is possible because modern communication system and computer represent information the same way, so that whether information is being communicated by a telecommunication or manipulated by a computer, its representation is the same, it is this combination of telecommunication and computer that make it

possible for schools to meet all the information related to the school need. The implementation of ICT in secondary schools was carried out with the aim of making planning and management easier and more effective.

1.2 Statement of the problem

Education in Nigeria, especially in secondary school has witnessed over the years lots of internal and external problems (Ovwigho, 1985). Commenting on these problems Fafunwa (1997), consider these problem as product of poor planning and management.

However, he attributed the problems of poor planning and management to the fact that secondary schools management was not based on timely and accurate data required for planning and decision-making. Because managements were still relying on the manual method of data collection which waste a lot of time, and in some cases, prompt decision could not be taken because of missing files, fire destruction, even files can tear off, information about students were often not made available, distortion of information about students, grossly inadequate and a times non existence of these facilities in school over the years. There were inadequate funding of the ICT unit by the government and inadequate qualified personnel in the ICT by the school management. Most of the principals are not professionals in the field. Adebayo (2007) identified some factors that rendered ICT project ineffective. These included inadequate planning or hasty development. Inadequate user involvement, political constraint, poor coordination between technical and user personnel and incapability of the ICT to extend the functional areas of the secondary schools.

Fabunmi (2003) opined that ineffective involvement of management with the design of ICT has brought about narrow, or inadequate emphasis of the computer

system. Also, poor knowledge of management in computer and its application by information experts highlighted another area of problem.

According to Enyi (2002) a good number of factors serve as constraints to the smooth running of ICT these include, political instability and policy changes which have consequently resulted into such things as frequent school calendar alterations and the returning of schools to voluntary agencies, abolition and introduction of private secondary schools. These borders on defective and inconsistent policy formulation of the ICT. This is also true even now as private schools in Zaria and Kano could not take advantage of ICT.

Other problems according to Enyi (2002) are lack of adequate consultation of stakeholders in policy formulation the ideas of any policy may become virtually unimplementable due to the non-involvement of the various stakeholders at the formulation stage.

Barta (1994) affirmed that negative habits and orientation of policy administrators, government policies may be sound, well and of good intention but those charged with the implementation hardly discharge their responsibilities in line with stipulated conditions. Corrupt officials charged with the responsibility of policy implementation would most likely render such exercise impossible and make the less privileged powerless in their respective demands.

Aborisade (2002) one time former Minister of Education considered those problems as products of poor planning and management. He believed that if our educational sector especially secondary schools were properly planned and managed

most of the problems would either not be there or will be minimized. Igunnu (2010) another problem has to do with laziness on the part of men (but more pronounced in women) to engage in the practice of ICT has made the innovation infective in both the planning and management of schools. This study is therefore set to examine' the impact of ICT on planning and management of secondary schools in terms of its ability to assist in making quick and effective decision for planning and management.

1.3 Objectives of the Study

The main objectives of the study are to evaluate the role of ICT on the management of secondary schools to:

i) Identify the use of Information and Communication Technology in the management of school finances in secondary schools in Kano state.

ii) Evaluate the use of Information and Communication Technology in the management of staff in secondary schools in Kano state.

iii) Identify the use of Information and Communication Technology in the management of school facilities in secondary schools in Kano state.

iv) Identify the use of Information and Communication Technology in the management of school information in secondary schools in Kano state.

v) Examine the use of Information and Communication Technology in the management of school records in secondary schools in Kano state.

1.4 Research Questions

Specifically the study seeks to answer the following research questions:

i) What are the use of Information and Communication Technology in the management of school finances?

ii) What are the use of Information and Communication Technology in the management of staff?

iii) What are the use of Information and Communication Technology in the management of school facilities?

iv) What are the use of Information and Communication Technology in the management of school information?

v) What are the use of Information and Communication Technology in the management of school records?

1.5 Hypotheses

i) There is no significance difference in the opinions of the school management, teachers and students in the availability of Information and Communication Technology in the management of school finances in secondary schools in Kano state.

ii) There is no significance difference in the opinions of the school management, teachers and students in the availability of Information and Communication Technology in the management of staff in secondary schools in Kano state.

iii) There is no significance difference in the opinions of the school management, teachers and students in the availability of Information and Communication Technology in the management of school facilities in secondary schools in Kano state.

iv) There is no significance difference in the opinions of the school management, teachers and students in the availability of Information and Communication Technology in the management of school communication in secondary schools in Kano state.

v) There is no significance difference in the opinions of the school management, teachers and students in the availability of Information and Communication Technology in the management of school records in secondary schools in Kano state.

1.6 Basic Assumptions

In this study it is assumed that:

i. Information and Communication Technology provide accurate, reliable and timely information on finance of school management (principals, vice-principals, teachers and student) of secondary schools in Kano state.

ii. Information and Communication Technology helped school management staff, principals, vice-principals, teachers and student) to make decision based on reliable information.

iii. The objectives of Information and Communication Technology in secondary schools were achieved through relevant and adequate facilities.

iv. Information and Communication Technology procedures are more effective than manual methods.

v. The funding of Information and Communication Technology in managing school records of secondary schools by management (principals, vice-principals, HODs, teachers and student) are adequate.

1.7 Significance of the Study

Nigerian secondary schools need reliable and updated information on management and decision making process. Therefore this study is significant because the findings will be useful in the following ways:

i) It is hoped that the result of the study will help in the effective use of the ICT which will in the long run provide secondary schools management with reliable information for management secondary schools.

ii) The result of the study will also help the secondary schools management, Ministry of Education and teachers toward putting in place a functional and reliable ICT in the secondary schools.

iii) The outcome of the study is expected to help the schools staff to understand the enormous importance of ICT in relation to their ability to get timely, accurate updated and reliable information that will help them in teaching and learning process.

iv) It will also help the students to understand the effectiveness of ICT in getting reliable information about their courses and the progress they are making. In the courses including easy access to their grade at any time.

v) It will also help them in getting their transcript promptly when needed since accurate and timely information is needed in all organizations for taking decision relating to the attainment of their organizational goals.

vi) The study will help to encourage management in organizations (both public and private) to apply the use of ICT in their data collection, processing storage and retrieval.

1.8 Scope and Delimitation of the Study

This study on the evaluation of the use of Information and Communication Technology (ICT) on Management of Secondary schools in Kano State was set on the principals, vice principals, H.O.D., Bursar, teachers and students of Kano state secondary schools. The study focused on the evaluation of ICT on record keeping for students and staff. It also focused on the evaluation of ICT on management of secondary schools in Kano state.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents an analysis of some of the concepts that can be useful in conceptualizing the study. The chapter also reviewed some of the related literature on Information and Communication Technology especially as it relates to management and decisions making in organization. The following have therefore been discussed. Emergence of ICT, the existence of ICT in secondary schools, problems facing the use of ICT in secondary schools, the importance of ICT in decision-making and management of secondary schools and the summary.

2.2 The Concept of Information and Communication Technology

Management at all levels need relevant information to assist them to plan, control, and making decisions. The use of Information and Communication Technology in organization helps management in getting relevant information, Yusuf (2007) described ICT as an electronic technology used for accessing, processing, gathering manipulating presenting communicating information. ICT is employed in education to accelerate, enrich and deepen basic skills in reading, writing the arts, mathematics and encouraging students to learn as they become more independent and responsible to teaching and learning, ICT also most valuable for management of schools. Information and Communication Technology as defined by Kroenke (1989) is a system using formalized procedures that provide management at all level in all functions with appropriate information, based on data from both internal and external sources, to enable them make

timely and effective decisions for management, directing and controlling the activities for which they are responsible. Lucey (1997) has defined it as an integrated computer based user machine system that provides information for supporting operations and decision-making function. In another definition, Scott (1986) sees ICT as a collection of interacting information system that provides information in both operations and managerial needs.

2.2.1 ICT and Management of School Finances

This section contains guidance on school finance colleges and local authorities on effective school finance including an introduction that consists of financial reporting and advice on how to use benchmarking data to achieve best result.

This section contains information for open academics on capital finance, external assurance, compliance and intervention. Any information from the Education Finance Agency to open academies can be found here.

2.2.2 Roles of ICT in the Management of Staff

For ICT to impact positively on teaching and learning experiences and outcomes schools and staff must be confident that, the equipment will work reliably. Issues will be resolved quickly and problems won't recur. Teaching and administrative staff need to know the process for reporting issues, technical support staff needs to know the process for resolving issues, leadership terms need to know the process for managing issues.

ICT Technical Support is an International methodology specially designed to help school staff manage ICT implementation, day-to-day performance, and technical support. ICT help a customer service among technical support staff. It also improve

communication and relationship between technical support staff, teachers office staff and school leader.

2.2.3 ICT Facilities Availability in School

The study investigated ICT facilities utilization for quality instruction service. Secondary schools in Nigeria has become so important that every country organization or institution no matter how highly or lowly place want to identify and embrace it.

According to Okebukola (2006) quality is judgment which determines the extent of preparation and efficiency of teachers, adequacy and accessibility of materials and facilities needed for effective teaching and learning and how the teachers can cope with the challenges ahead of their jobs and the principal contribution of a secondary to the society turns out on the qualities of knowledge it generates and impacts. It promotes and demonstrated school facilities, the easier way to ascertain these contributions and the caliber and commitment of teachers to continuous improvement in values of openness and democratic governance is promoted and demonstrated.

The utilization of ICT as facilities service delivery among teachers in Nigeria secondary schools has been more of a departmental affairs rather than institutional.

2.2.4 ICT and Management of School Information

Communication technology such as mobile phones, email, internet instant messaging programs such as SMN messenger, net blogs and school networking website such as my space are now an indispensable part of social Life for many young people. However, the use of these communication technologies at school, unmonitored, can be

disruptive and potentially unsafe. Access to the internet within schools is also carefully managed.

Appropriate use of mobile telephones by the students should be. In consultation with the school community so that school may develop procedures addressing the acceptable use of mobile telephones, portable CD and MP3 players personal Digital Assistants and similar electronic device by students at school or during school related activities.

Communication technologies can also be used as part of bullying or cyber-bullying behavior, which can possibly lead to evidence when developing the school Responsibilities Behavioural plan for student in secondary schools, may incorporate the possible use of mobile telephone as means of bullying.

2.2.5 ICT and the Management of School Records

Schools records are all sort of data about students and staff. Such as:

- Student personal details which comprise of name, date of birth, address, phone number, medical information, attendance details, absenteeism and lateness.
- Timetables (class time, classroom numbers, class teachers, subject just to mention but few.
- Behavior/incidents/effort rating, incident details, date, time just to mention few of them which comprise of grades, levels and students performances.

Keeping records make it easier for school management to contact the parents in case of emergency as one can easily dial the SMS phone numbers or rush to parents

homes through their addresses. Through record keeping truants would be easily discovered or in a worse case when students are missing the parents and police can be easily contacted.

Other issue about management of school records are used to compare students test grades over the school year, and also provides data of students to their parents.

Ayo (2001) defines information and communication technology as the use of computer system and telecommunication equipment in information handling: in this direction he identified three basic information processing: a) Electronic processing using the computer, b) Transmission of information using telecommunication c) Dissemination of Information in Multimedia.

Oketunji (1999) view information and communication technology as a term which encompasses the nature of application of technology to information handling, these include generation, storage processing retrieval and dissemination to mention but few.

Also Cole (1983) sees Information and Communication Technology as the application of computers and other technology to the acquisition, organization, storage, retrieval and dissemination of information.

Marshal (1984) defined information and communication technology as the coming together of computing and telecommunication for the purpose of handling information, this coming together or merger has been made possible by recent development in microelectronics. The merger is possible because modern communication system and computers represent information in the same way, so that whether information is being communicated by a telecommunication or manipulated by

computer, its representation is the same it is this combination of telecommunication and computer that makes it possible for individuals or schools to meet all their information related need rapidly and easily.

Mansell and Silverstone (1996) defined information and communication technology as what cover internet service provision telecommunication equipment and service, media, broadcasting library and documentation center, commercial information providers. Network-based information service and other related communication activities.

Alabi (2003) defined information and communication technology as communication tools build into scientist tools and experiment such as network, grid computing remotely operated telescope and observation devices, visualization and virtual reality tools and telemedicine tools coordination such as electronic mail telephone web page/start messaging chat, wikis and so and so forth that constitute the general communication and infrastructure that allow scientists to plan, share data and write papers.

From the above definitions, the ICT is an information generating system which commonly assists management by offering reliable and timely information for effective decision-making. It is in this regard that ICT is effectively used in organizations. Similarly it was designed to be effectively used in the Nigerian secondary schools by assisting secondary schools management in obtaining timely and accurate information for effective management and the identification of potential problems that need to be promptly addressed (NUC, 1992).

According to Burch and Grundnitski (1989), the success of ICT in any organization depends on the level of awareness of the system to the users and if a new information system is to be implemented successfully, every one who is affected must be made aware first of their individual system responsibility and second of what the system will provide to them, they maintained that, users of the information system should be educated or informed of what the system requires and provides, and that the awareness programmes must be carried out well before the introduction of the system to enable the users to be realistic about their need which will be considered in designing the ICT. Thus being fully aware of what they should expect from the ICT will help them to know that problems they wish to solve and why. Therefore setting up realistic objectives for their ICT will depend so much on this awareness.

In this regard, the secondary schools management staff and students should be sensitized on the need of ICT. This can come in the form of awareness and posters. Making them fully aware of the need for ICT will lead to the successful implementation of the in programme secondary schools.

2.3 Emergence of Information and Communication Technology

Emekwu (2002) expressed information and communication technology as the acquisition of tools, machines, device-and gadgets, use for the production of good and service. Emekwu said that the process of information and communication technology have been in existence since around 4,000 to 3000 BC after the invention of writing. By this time, information technology can just be referred to as information management, by about 2000 and 1000 BC. The second stage of information technology

comes on and this involved the arithmetic operation. Between 1000 BC and 1,000 A.D the form of information technology that come up was characterized by printing, but currently we are in the fourth generation of information technology.

In each generation of information and communication technology there is always a conspicuous progress over the generation and this is brought about by consistence emergence of better ways existing idea more effectively. Since early 20th century, information and communication technology has been utilizing electricity, magnetism and electromagnetism, but more violently electronics and microelectronics to handle information.

According to Ericsk (1991) it is common to trace the history of the emergence of information and communication technology back to the mechanical calculating and of the 17th century. This becomes more complex and cumbersome as calculating need to grow particularly with the development of ballistics, astronomy and navigation and better need for information exchange and stage.

From the information and communication technology point of view, the most significant aspect of the 20th century has been the use of electronics and micro electronics to handle data giving Babbage's idea, a chance to become electronic computers.

With the advent of ICT programme of business application it becomes apparent that communication gap that exist between computer programmes and business people had to design a course of study which merged information technology, business and computer programme. This field was called informant and communication technology. The first course was taught in as business course in selected colleges in America.

The course started of as elective in the area of business schools would create four years programme in the field of information system.

Okafor (1990) started that as from 1980 to the present there has been an explosion of technology in the field of information system. The integration of the personal computer into the work place and homes has made information readily available to all people. The creation of wide area networks the internet and distributed processing have changed the way the people obtain information.

The concept of information and technology has expanded to include data mining, data retrieval science and technology used in every day device such as cell phones, wireless device that require the passage of important data as well as integrated software for common function.

The world is now living in the age of information, computers have assisted countries into transforming themselves form industrial revolution into the information age by merging concept through various management information application.

2.4 Information and Communication Technology as Related to Management

Telem (2001) Information and Communication Technology provide a platform for a school to connect the global world with internet. Internet has a wide range of service providers, technical staffs and so on and so forth with the help of internal business can run on a single website.

Information and communication technology provided various channel to communication like e-mail instant message SMS service etc to all employees at any time

all over the world. This type of software helped to saving time and cost. Information and communication technology make decision making very easy to the management because it provided latest information to the management for employees, schools and services.

Aliyu (1994) information systems are often used to coordinate activities and decision across schools and nations. Organization were embracing information and communication system because they give them competitive advantage the system have enabled numerous ware housing efficiencies such as just-in-time inventory and service delivery advancements. Created market for new product and service created a fertile environment for new business modes and made it possible for previously imaginable customer and supplier information system enable globalization. It provides latest information to the management in secondary school for employee stocks, sales, purchases and services. The management of schools can make a decision after check its reports. Information communication technology provides software help to saving time and cost.

Crawford (2001) says information and communication technology is related to management through the way head of secondary schools and senior managers run their schools. The leadership section includes research into different style and vision of effective illustration of using the information and communication technology. The management information system can enhance school effectiveness and assist in planning, organizing, reviewing, monitoring and evaluating the operation of secondary schools.

Information and technology help to come to a decision in a more systematic and structured way. This is particularly true if we are striving for consistency and quality, and are dealing with a large number of situation information, information help to diagnose situation more objectively based on a set of conditions.

2.5.1 Decision making with ICT in Management of Secondary Schools

Senn, (1992) sees decision-making as the selection of plan of action for the purpose of achieving a desired result. It can be seen as the elimination of all alternatives but one, and therefore a commitment to action. Since organizational management makes decisions to commit all or part of the organization to a particular series of action, it is important to have sufficient and reliable information.

However, effective decision making are desperately needed on all aspects of the secondary schools operation based on the availability of adequate and accurate information and decision making system helps to close the information gap so that management can improve the quality of their decision in secondary schools.

Aliyu, (1994) says in many cases, the decision making for example can help a decision maker choose between alternatives some decision making have the capability to rank alternatives - automatically based on the decision makers criteria decision making system and also help to remove the tension of gathering and analyzing data for example managers are no longer scrapped with such laborious talks as manually entering and extending management can get the information they need without having to depend on direct technical assistant from ICT Professional.

In general, decision making help management in Planning providing periodical programmed reports such as weekly regional programmed of the secondary-schools.

Onwechukwu (1996) said that in Nigerian secondary schools, decision making is done through the committee system which involves the participation of all affected sectors. However, many decision at secondary school level are not usually done by the

committee and whenever such is done it is usually pseudo in nature as principal usually put away committee decisions and execute his/her own. The ICT in the secondary school is an aid to decision making. It involves the capturing, processing, storing, and retrieval of data. Data used in generating information can be categorized as numeric, alphanumeric and logical, this classification is important because it helps in determination of the nature of analysis to be performed in secondary schools.

Management spends much of their day obtaining and analyzing information before making a decision. Decision support system are interactive information system that rely on an integrated set of user friendly hardware and software tools to produce and present information that is targeted to support management in the decision making process of secondary schools.

Selwood, and Drenoyianni, (1997), says ICT can support decision making needs. In schools it was apparent they were only using them for basic data storage and retrieval purposes. The reason for this may have been the lack of training for management and the need for schools to be aware and take advantage of additional capabilities of ICT system. ICT also need to be well designed and implemented to assist educational management in planning, organizing, reviving, monitoring and evaluating the operation of secondary schools through out.

Visscher, (1996) says ICT is use for decision making for working on complex problems and to support a deeper use of ICT. However many schools integrating ICT fully into their policy development requires fundamentals organization change demanding a lot of energy from schools and staffs.

2.6 The Importance of ICT in the Management of Secondary Schools

Crawford, (2001) says ICT enhance schools effectiveness and assist in management, organizing, reviewing, monitoring and evaluating the operations of secondary schools management. Staff will need training to acquire the additional analytical skill needed to develop a greater use of ICT beyond the current basic level of data storage and retrieval found in many schools.

ICT examine how school leaders can be supported through online and how such can play a key role in encouraging and sustaining management in secondary schools. ICT was used by management in planning an effective online communication as well as giving access to a professional with ready solution for day-to-day problems.

Kevin (2006) said that more than 40 million business had dot-corn internet site registered organization were embracing information system because it gives them competitive advantages. The system have enable numerous warehousing efficiency in time of inventory and service delivery and advancement ICT enable globalization of one of many tools schools management use to cope with change.

ICT provide a platform for schools to connect with global world with internet. Internet has a wide range of service providers, technical staff and with the help of internet, registration can be run in a single website. ICT provide various channel to communicate like e-mail, instant message, SMS service and so on and so forth, to all employee at any time all over the world.

West (1989) posits that ICT acts as a surveillance of the environment. The community collected information from a wide variety of source so as to give the public a

future of what is happening. They equally ensure that transition of the social heritage from one generation to another. This function was essentially educational as it took the intellectual contribution of the generation and pass them on the next generation.

Other importance of ICT according to him was that the development of any nation cannot be overemphasized. The world that used to be very wide has been reduced to a global village and this has been made possible by scientific and technological principles and application of ICT in which one would have imagine what life would have been like if all the mass media were to disappear. Actually life now depends on information; ICT has also become a central point of passing information from one place to another.

Ericks (1991) said that other importance of ICT was that it served as a compute process where huge number of students used to design new product, control or regulate inventories and other raw materials, for planning and management of secondary schools. Other importance of ICT according to Eric was the greater demand for typing and no matter how fast typist was, cannot give a comprehensive detail of any information like ICT in time of accuracy therefore modern secondary school should make use of it. In modern terms almost all professions made use of ICT either for need computational works, data storage or retrieval designing of works or diagnostic purposes for accountant, engineer and architect use ICT for computational work in various structure.

Eke (1992) says the existence of ICT can assist in decision making. The media like computer could be used to determine whether or not secondary students could be awarded a certificate after finishing their course. Science teachers use computer through

the use of ICT to enable them study some practical aspects, for example some diseases could be traced through the use of ICT to know what actions to be taking for treating each patient. ICT project evaluation is concerned with indicators settings and performance tracking along the line of project. It plays an essential role in the success of any project and demand special attention.

Evans (2002) noted that the term e-learning describes how the effective use of ICT can change the way teachers teach, students learn and secondary schools are managing the leadership of e-learning was different according to the culture and staffing of each secondary schools.

ICT change the way teachers run their schools using a combination of strong central direction and distribution or shared in which management was given to those who showed skill, and knowledge in an area of development. All schools have clear strategy for the development of ICT and deployment of appropriate ICT and resources for teaching and learning. The central focus of those schools was in the provision of pupils with new and exciting opportunities to realize their academic and creative potentials, with the technology used to support effective teaching and learning.

Perry (2003) evaluates that ICT encourage hand held computers in secondary schools and how management use this technology to manage and plan their work. Although management gain great efficiency benefit from the use of ICT the way in which managers make use of ICT include synchronizing time table and making arrangement across their management event in school as a whole. It was for accessing staff and students contacts, details, wring document and making power-point

presentations. ICT are distinct from regular information that they used to analyze other information systems. It has also helped to come to a decision in a more systematic and structured way. This could particularly be if we are striving for consistency and quality.

Other importance of ICT according to Perry is that, it helps to diagnose situation more objectively based on a set conditions and the results were more consistent and of higher standard. ICT was a subset to the overall internal control of secondary schools covering the application of people, documents, technologies and procedure by management. Accountants are to solve schools problems such as exams malpractice, ICT signing of result/admission and student's numbers etc.

Bart (1994) using an ICT can reduce the burden of administrative management and teaching to achieve this vision of an integrated information system across the whole school, there is the need for a shift in focus from the management information, using data to support teaching and learning. However schools have found it difficult to evaluate available system and are also in need of training and advice on a variety of matters.

Gev (1994) presented a case of schools who used Integrated Information and Communication Technology that combined administrative function to support management in their curriculum, pedagogy and assessment. It was the highest need for staff to process research and analytical skill in order to ask those question of the system which would help improve secondary school educational system.

2.7 Problems facing the use of ICT in Secondary Schools

Many of the studies carried out with positive contribution of ICT or organization management have equally identified some bottlenecks in management of secondary

schools. Nwakwo (1985) opined that there were abundant problems that existed in the use of ICT in secondary schools. Weak management involvement in the design of the ICT, narrow and or inadequate emphasis on the computer system, undue concentration on low level data processing application particularly in the accounting area, lack of management knowledge of computers, poor application by information requirement of organization problems and inadequate top management support.

Fabunmi (2003) and Adetayo (2007) identified some factors as rendering ICT project ineffective to secondary schools, these include inadequate planning or hasty development, inadequate user involvement, political constraints, poor coordination between technical and user personnel and incapability of the ICT to extend the functional area of the organization.

Ekwere (1990) said that good information processing depends on the presence of good ICT. There have been problems in the processing of result and the issuance of statement of results and certificates in our secondary schools. There were also inadequate data on students and personnel in the secondary schools.

There were problems of poor record keeping system and the link in the schools. Other predominant problems the school encountered were poor communication network for about (82.5%) inadequate funding of the ICT unit (81.2%), inadequate ICT facilities in the secondary schools (77.5%), inadequate literacy in computer by the management of secondary schools were about (76.7%).

Nick and Robert (2004) said poor network facilities could render the generalized information valueless as it becomes difficult to make the information available to other

locations where needed. Other predominant problems were inadequate ICT facilities and inadequate literacy in computer education could be associated with lack of specific budget to support ICT project and general funding by the government.

2.8 Impact of ICT in Nigerian Secondary Schools on Management

North, (2000) said that if all secondary schools were provided with computer based Information and Communication Technology and an independent learning module developed to support management in acquiring the necessary operating skills. The project would make an impact if individuals interms of personal and professional development and on the schools as an organization. Schools whose organizational environment promoted professional dialogue, exchange of information and valued professional development appeared to benefit the most. The greatest perceived benefit was how the ICT reduced the time spent on administrative task and freed up time for other activities. Readiness to adopt the new technology was prompted by perceived efficiency gains. The research finding lent support to the principle that for effective ICT development to take place, training and implementation should be scanned as in separable processes.

Telam (2001) says other impact of ICT on planning and management of schools have brought changes in the way schools are handled in the flow of information. The ICT significantly increased the principals' control over the schools allowing for regular, reliable reporting that enable tighter and improved monitoring, evaluation and feed back on pupils' achievement and supervision of teachers. Control also changes with the new school computer administration acting as a middle man between the principal and other management staff. In the school these changes contribute to greater co-operation, team work and leadership. However the consequences of reduced access to senior management

and fear over greater accountability would need to diplomatically handled by schools leaders.

Visscher (1996) observed that ICT can provide powerful supporting decision making in schools as an impact Research showed that management who frequently analyse pupils' data can operate more effective schools. Some management experience difficulties using qualitative/statistical data because they lack the technical and analytical skill to retrieve the data from ICT. This makes it difficult for them to determine the quality of the information, to interpret and then use it for school improvement. They have a strong preference for up to-date quality Information that comes quickly, which is formal understood and triggers the action management need to have training in and experience the added value of computer assisted decision making in order to stimulate them to use ICT for working on complex problems and also to support a deeper use of ICT. However in many schools integrating 1CT fully into their policy development requires fundamental organizational change demanding a lot of energy from schools.

Fung, (2001) a series of studies from countries that explore the current features of computerized school management information system. The impact in a range of schools, the outcome of this implementation and implication for the future in terms of research. This issue was a wide view of ICT and schools management from the perspective of ICT. However it was clear from the literature that most of the schools usage was focused on data entry and collection.

Selwood (1997) agreed that computerized Information and Communication Technology (ICT) can support the information and decision-making needs of school

leaders. Although ICT were used by the school it was apparent that many were only using them for basic data storage and retrieval purposes. The reasons for these may have been the lack of training for management and the need for school leaders to be aware and take advantage of additional capabilities of ICT systems. Educational ICT also need to be well designed of additional capabilities of ICT system, and implemented to assist educational management in planning, organizing reviewing, monitoring and evaluating the operation for their school.

2.8.1 The Existence of ICT in other Countries Secondary Schools and Nigeria

Okebukola (1997) says that ICT is not part of class technology with over 90% of public schools in Nigeria. Thus the chalkboard and textbooks continue to dominate classroom activities in most secondary schools in Nigeria.

While in a country like Uganda which has less than one fifth of Nigeria resources, was now using ICT to help secondary school students to become better information users, while Nigeria was lagging behind; the answer was simply lack of proper management and planning of the huge resources of the country and inability of political leaders to prioritize Nigeria's developmental needs. There was no doubt that in the current harsh economic competition, the private sector in Nigeria has embraced ICT to stay afloat. The banking sector, insurance, manufacturing industries and multinational companies in the one sector have embraced multimedia technology to bring innovation solution to their current challenges.

In Britain, the story was the same as the wider availability of ICT in schools was made possible through government funding largely through the local education authorities (LEA) Visscher et al (2003) reported that following the educational Reform

Act of 1988 the Central government made available $35 million, over time to promote the use of computers in school administration and management. Just as the United States and Britain have been budgeting huge sum of money for cyber education, so have other developed nations been doing the same.

Adebayo (2007) says in some African countries concerted efforts have been made by many governments to initiate internet connectivity and technology training programmes. Such programme links school around the world in order to improve education, enhance cultural understanding and develop skills that youths need for securing jobs in the 21st century. In Uganda, interconnectivity programme known as "Uganda school Net" is dedicated to extending education technology throughout Uganda. In Senegal, teachers and student are using computers extensively as information tools. These programs in African countries mentioned are supported by their government through the Ministries of Education.

It was common to find that many establishments in Nigeria, including educational institutions, still kept records in files and tucked them away in filling cabinets where they accumulate dust. Many of these files were often eaten up by rodent and cockroaches thus rendering them irretrievable.

In most Nigeria schools, official still go through the notorious exercise of manually registering students monitoring-records of pupil performance, keeping inventory of list of supplies, doing cost accounting, paying bulls, printing report and draining architectural designs. The huge man-hour spend on these exercises can be drastically reduced with ICT to enhance overall management procedure ICT bring great

speed and accuracy to each of these tasks, along with the conventional storing large quantities of information on small disks or tapes.

According to Turban (1997), there-has been a shift in the policy of the Government of India with regard to development of school education, whereby, compared to the previous years. Secondary education has been accorded relatively higher priority in the developmental agenda. The vision was to move toward universalization of school education. At the same time, it was also acknowledged that it might not be possible to fully universalize secondary education as the drop out rate at primary and upper primary level were around 28.49% from classes I - VII to improve access, the target, however, was to provide secondary school within 5-7 kilometers of any habitation during the eleventh plan period, it was envisaged then that secondary access level would be to 65% by the end of 11^{th} plan period. The Committee on Universalization of Secondary Education (2005) suggested that secondary education should be made universal but compulsory not only universal enrolment, but universal retention and satisfactory quality of learning should be given priority at the secondary level.

According to Indian Government keeping in view the need to make quality secondary education available, accessible and affordable to all young person has initiated dialogue with the state Governments and requesting them to take certain preparatory steps for universalization of access to improvement of quality of secondary education.

According to Soderberg (1981) Nigeria was lagging behind other African countries such as Uganda, Senegal and South Africa who were already helping secondary

school student in those countries to become better information users. According to him internet service providers in Nigeria were based in the urban areas.

The recent growth performance of India has generated much uplift, the accompanying indicators of education achievement did not seem to be very encouraging, although India has been witnessing tremendous progress in elementary education since the early 1990s and has also emerged as an important players in the world wide ICT its secondary and higher secondary education content remained underdeveloped and neglected in the 1990s. The state generally decided on their own secondary education system and the related policies within a national frame work. The reform initiatives of the state largely shape the development pattern of secondary education. While there was substantial variation across state, the country's public spending on secondary education was about 1.2% of the GDP.

2.9 Summary

This chapter reviewed some of the related literature on the Information and Communication Technology. It also examined some of the basic concept that provided the conceptual framework for the study. These major concepts included the theoretical framework on management, emergence of ICT, problems facing the use of ICT in secondary schools, the importance of ICT to management of secondary schools and decision making with ICT in management in the secondary schools.

Finally the ICT as it relater to planning and decision making in secondary school of Kano State was discussed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses attention on the evaluation of the use of Information and Communication Technology (ICT) on management of secondary schools in Kano state. In order to do this effectively, this chapter shall be discussed under the following sub-topics; Research design, Study population, Sample and sampling techniques, instrumentation, Administration of instrument, Reliability of the instrument, pilot study, method of data analysis.

3.2 Research Design

The survey approach which is suitable for both large and small population was adopted in this study. It allows for the selection and studying of sample chosen from the population so as to discover the relative incidence. Distribution, and interrelations of sociological and psychological variables (Osuala, 1982) says this type of approach permits the study of representative samples and the making of inferences and generalizations. It also focuses on people and their beliefs, opinions, attitudes, motivation, and behavior. The process involved was the application of the survey approach in this study which involve the analysis of the opinion of respondents in relation to how secondary schools ICT was helping the management in providing accurate, timely, and reliable information for management of secondary schools.

3.3 Population

At present there were eight hundred and twenty two (822) secondary schools in Kano state out of which fifty one were voluntary the schools were all involved in the study. The study population was therefore made up of the management, teachers and students who were directly suppose to be involved in making use of ICT in secondary schools. They are made up of the principal, vice principal, bursar, H.O.D., teachers and students. There are eight thousand four hundred and nineteen (8,419) teachers in Kano state secondary schools. The numbers of sampled schools principals are 29, the number of teachers are 276, the number of vice principals are 29, while that of the Head of Department (HOD) are 29, making a total of 363.

3.4 Sample and Sampling

Sampling involves the selection of a portion of a population as representative of that population. However, to ensure that a sample was representative, simple random sampling was used. A random sample is one in which each individual in the defined population has equal chance of being included - (Borg and Gall, 1979). Before sampling the secondary schools, the background will be considered. In addition, the sampling took into consideration, hence the schools were categorized into government and voluntary. In addition the sampling took into consideration these ICT pilot schools. The Hat-draw technique as was recommended by Borg and Gall (1979) was used to select the schools in each zone out of senatorial districts of 29 schools was sampled.

The study population was drawn from the twenty nine selected secondary schools consisting the schools. For the purpose of the study each of the secondary school sampled was

gotten by the method of Krejcie and Morgan (1970) for determining sample size for research purposes (Table 3.2).

Table 3.2: Sample Zones

S.No.	Sample zones	No. of schools	Sample schools
1.	Bichi	56	6
2.	Dala	51	5
3.	Nasarawa	67	7
4.	Karaye	62	6
5.	Gaya	40	5
	Total	276	29

Therefore, out of the total population of eight thousand four hundred and ten teachers two hundred and seventy six (276) were sampled for the study in addition to this, the principals, vice principals and H.O.Ds of the twenty nine schools are included. This made a total of three hundred and sixty three (363) sample population.

The division of Educational zone base on 3 Senatorial Districts:

Kano Central	**Kano South**	**Kano North**
Dawakin Kudu	Gaya	Bichi
Dala	Karaye	Danbatta
Kura	Rano	Gwarzo
Minjibir	T/Wada	
Municipal	Wudil	
Nasarawa		

We have 29 schools in the 3 zones, 29 principals, 29 vice principals, 29 H.O.D. Totaling 87.

The division of Educational zone was based on three (3) Senatorial Districts (Kano Central, Kano South and Kano North).

The total number of teachers in the 29 schools is 276. If added with number of principals, vice principals and H.O.D. of the 29 schools which are 87 the sample teachers are 363.

3.5 Instrumentation

The study instrument was made up of questionnaire. The designed instrument was titled questionnaire for secondary school management to Information and Communication Technology (ICT). It contains five section, Section A - dealt with personal data of the respondents. Section B – solicited response as to the adequacy of funding and management of ICT resources. Section C – was about Information and Communication Technology (ICT) in the management of staff. Section D – evaluated the use of Information and Communication Technology (ICT) in the management of secondary schools. Section E – sort answer to the use of Information and Communication Technology (ICT) on the management of schools communication system.

To rate the items in the questionnaire the Likert type of scale which uses a five point scale was employed Table 3.3.

Table 3.3

Scale	Rating
Strongly agreed	5
Agreed	4
Undecided	3
Disagreed	2
Strongly disagreed	1

Source Osuala E.G. (1982).

3.6 Empirical Studies

An empirical study permit preliminary trial of research write-up. It is essential to develop a sound research plan and the empirical studies was carried out from different aspect of the country for example. A study by Ogunojemite (2006) on Information Technology and Communication advancement in Nigeria. The study highlights the role and purpose of information technology in societal advancement, it also point out some benefits derivable from using computer for information management.

A study by Aduwa, S.E. and lyamu, E.O. (2005) on using information and communication technology in secondary schools in Nigeria: problem and prospects, Department of Education Psychology and Curriculum Studies Faculty of Education University of Benin. Benin City, Nigeria. The paper examines the major obstacles militating against the use of ICT in secondary education in Nigeria, it also identifies the high cost of computer hardware and software.

Secondary schools in Nigeria are not given adequate funds to provide furniture, textbooks so on and so forth, for the adoption of ICT in secondary education. A study by Ajayi (2007) on the problems of management of information system (MIS) in South-West Nigerian university. The study revealed four predominant problems of MIS which include poor communication network, inadequate funding (MIS), inadequate facilities and inadequate literacy in computer, recommend suitable amount of money should be allocated by government.

A study by Lamb, R. (2005) on the impact of information and communication technology (ICT) in information seeking and use among scientist in industrial research

institute in Nigeria. The paper focus on the recommendation made to tackle all the problems encountered by the studies in the use of ICT tools. Nigeria need a goal oriented policy and strategic plans. A study by Mary, J. (2011) on research in management information system, 1980-1984 point of work and reference, this article seeks to assess the emergence of information system as an academic field, and report on progress toward it development.

3.7 Administration of Instrument

Due to the large number of the secondary schools to be covered in the study, the researcher divided Kano state into three senatorial zones. For easy collection of data through the help of research assistance who helped in administration of the Instrument the research Assistance administered the questionnaires to the selected schools, the research assistants were thoroughly trained on how to administer the questionnaire and on what the questionnaire.

3.8 Validity of the Instrument

The validity of the instrument permits preliminary trial of research measures and techniques. It is essential to the development of a sound research plan. The pilot study was carried out to test the reliability of the instrument. This study was carried out at secondary schools of Kano state. Validation of the instrument was done based on the procedures of Gary (1976) whereby experts in the various aspects of a discipline in which research is being conducted assist in validating a research instrument by making desired amendments. The instrument was given to some lecturers in Administration and Planning

and an expert on Educational research methodology. This led to the restructuring of the questionnaire in this format.

3.9 Pilot Study

A pilot study permits preliminary trial of research measure and procedure. It is essential to have a sound research plan. It is conducted by administering 60 copies of designed questionnaire to six (6) Secondary schools, the schools are G.S.S. Chindict Barracks Deport N.A. Zaria, G.G.S.S. Dogon Bauchi, G.S.S. Aminu Sabon Gari, G.G.S.S. Barracks D.N. Army Zaria, G.J.S.S. Gyailesu Zaria, Alhuda-huda College Zaria.

The number of schools involved in the study are 29 while the number of teachers are 276, the number of principal are 29, the number of vice principals are 29, the number of H.O.D. are 29 while the total population is 363. This was to test the reliability and consistency of the items used in the questionnaire the result of the pilot test was subject to statistical test to determine its reliability coefficient 0.85 which indicate consistency in the test measurement.

3.10 Reliability of the Instrument

The reliability of the instrument refers to the level of internal consistency of the instrument, the split-half correlation was computed by splitting the sample into two sub-test. The correlation obtained in the test represents the reliability coefficient of only half of the test. Since reliability is related to the whole test, a correlation was applied in order to obtain the reliability of the entire test. According to Borg and Gall (1979) the

Spearman-Brown prophecy formula can be used to make this correction. This was however used and the result showed reliability co-efficient 0.85 which indicate consistency in the test measurement.

3.11 Method of Data Analysis

The data collected in this study were analyzed using descriptive statistics and simple percentages. In testing the hypotheses, statistical tool of analysis of variance (ANOVA) was used. Therefore, the statistical tools used are:

1. The descriptive statistics and simple percentages.
2. The One-Way-Analysis of variance will be used to test Hypothesis (i) the one way analysis of variance was chosen because it is used to determine whether mean score on one or more factors differ significantly from each other.

The two statistical tests employed in the study will be each tested at 0.05 level of significance. However, to test the hypotheses, the expected response was fixed at 4 point on the Likert scale used in this study. The value 4 was chosen because it was above 3, a value given to the undecided option on the scale, thus 0 is regarded to be negative or disagreement. This principle was used in all the hypotheses where observed mean was compared with the expected mean. On the other hand hypotheses that required comparison between groups were tested differently with the appropriate statistical procedure. Six hypotheses were tested for the study. In hypothesis 1, the response of the school management staff responsible for principal, vice principal, bursar, H.O.D, were summed up and their mean scores were subjected to the one way Analysis of Variance

Procedure, In Hypothesis II, all the respondents were used for the test. Their mean score was compared to the expected mean score of 4. In Hypotheses III, all the respondents were used for their mean score was compared to the expected mean score of 4. The scores of the management and teachers were used for the test in hypotheses IV and V and their mean score was compared to the expected mean scores.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter the researcher presents the analysis and interpretation of results through frequency distributions and descriptive analysis for the interpretation of opinions of respondents on the research question. Analysis of variance (ANOVA) was employed to test research hypotheses.

The respondents were given questionnaire which reflected the relevance of ICT on the management of secondary schools in Kano state and were required to tick (√) appropriately on a likert type of five scale questionnaire. The scores ranging from 0-4 were supposed to show the magnitude of evidence of the value as perceived by the respondents in the relevance of ICT in the management of the secondary school system. The lowest score (0) shows no evidence and the highest score (4) shows a great deal of evidence. Below are the classification of the scores in percentages under little evidence and great deal of evidence. Scores 1-2 are classified under the little evidence and 3-4 under great deal of evidence and 0 which is undecided is of no significance and is shared between the two classification as the respondents had no idea as at the time of investigation.

Technique

(1) Descriptive statistics comprising of frequency and groups percentages were used in majority of the cases in which only a general pattern of relationship was required.

(2) The analysis of variance (ANOVA). The use of analysis of variance (ANOVA) enabled the researcher to determine the homogeneity of the responses given by the principals, vice-principals, ministry of education (M.O.E) officials and bursars.

A total of 365 copies of questionnaire were returned. 41 for principals, 4 for vice-principals, 3 for H.O.Ds, 18 for teachers, 3 and 221 for M.O.E and 3 for bursars 6.

4.2 Demographic Information:

The analysis of the demographic information of the individual is necessary in order to understand the status and level of development of the respondent so as to authenticate the result of the analysis of the various respondents in their capacity to provide useful information that will be used to provide valid and reliable information for generalization.

The demographic information of the principal include: working experience, rating of knowledge of computer, computer literacy level, if not literate, why? Level of funding of ICT in his school, availability of money to buy computers, enough money for computer in all department in school, viability of sponsor staff for computer training, potentialities to employ part time teachers for computer training; ability to do financial transaction on computer and ability to send students on excursion or study trips.

Table 4.2.1: Frequency Distribution of Respondent's according to Status

	Frequency	Percentage
Principal	41	12.8
Vice Principal	31	9.7
H.O.D	18	5.6
Teachers	221	69.1
M.O.E	3	9
Bursar	6	1.9
Total	320	100.0

Table 4.2.1 reveals the designations of the respondents; Principal, Vice-principals, H.O.D's, teachers, MOEs and Bursars. The respondents were randomly selected to have a good representation of the area covered by the work. All the respondents were 320 which covered over 30% of the total population of the area covered by the research. Based on the responses of the respondents, statistical analysis was carried out to verify the authenticity of their responses and valuable interferences deducted to make generalization that is representative of the research work result for useful implementation at the secondary schools not only in Kano state but also in Nigeria as a whole.

Table 4.2.2: Frequency Distribution of Respondent's according to Working Experience

	Frequency	Percentage
25yrs and above	70	21.9
6-15yrs	74	23.1
16-20yrs	46	14.4
21-25yrs	111	34.7
1-5yr	19	5.9
Total	320	100.0

Table 4.2.2 shows the respondents' responses on years of experience on the job. From the responses those employed between 1-15 years represented a negligible percentage were 93 out of 320 representing 30% only. While the remaining respondents of between 16 – 25 years and above experience were 227 representing 70% of the respondents. From the number it was discovered that majority of the respondents have

put in well over 16 years and above to have enough experience in terms of all the happening in the school system and as such the responses they gave were highly recognized as authentic assessment of the role of I.C.T in the secondary school system and valid judgement that will be used for generalization in secondary school level in Kano state and Nigeria as a whole.

Table 4.2.3: Respondent's Rating of Knowledge of Computer in their your Schools

	Frequency	Percentage
Very good	20	6.2
Good	53	16.6
Not very good	83	25.9
Undecided	70	21.6
Not at all	95	29.7
Total	320	100.0

Table 4.2.3 shows the respondents' responses on their knowledge of computer in their various schools. From the figures available to the researcher, a reasonable number of respondents showing 70 representing 21.6% responded they had very good knowledge of computer situation in their various schools. 95 representing 29.7% responded to having no knowledge of computer situation at all in their schools. By this view above 72.2% of the respondents gave their view as to what the situation of computer is in their place of work. This then indicate that the remaining 32.1% represent the view of those who have no knowledge of computer situation in their school. Therefore, the views given by over 72.2% of the respondents in regard to this research is valid and could stand for valuable result and generalization in the area covered by this work and above.

Table 4.2.4: Frequency Distribution of Respondent's on Computer Literate

	Frequency	Percentage
Yes	20	6.2
No	300	93.8
Total	41	100.0

Table 4.2.4 shows respondents' rating of their knowledge of computer. From this response it could be seen that 20 respondents representing 6.2% indicated that they had knowledge of computer in their school while, 80 representing 16.6% indicated that knowledge of computer in their school is good. Put together the number that indicated good knowledge of computer is negligible. It is only about 28 representing 6.2% of the total number of respondents. The remaining 300 respondents representing 93.8% indicated that they have poor knowledge of computer. Therefore, from table above the research can generalize that the knowledge of computer in secondary school in Kano state and in Nigeria is still very poor and needs urgent measures for improvement.

4.3 Evaluation of Uses of ICT in Secondary Schools

This section was directed to management of schools and Ministry officials on the use of Information Communication Technology (ICT) in Kano state Secondary Schools for the study. The section also carried the analysis of the responses of the management of school and ministry officials on the use of ICT using frequency tables and simple percentages.

Opinions of respondents as indicated on the questionnaire using frequency and percentages on relevance of ICT on management of finance, staff, school facilities, communication and school records.

4.3.1 Responses of Respondents on the use of ICT in the Management of Finances in Secondary Schools

The outcome of findings as it relates to the use of ICT in the management of finances in Kano Secondary Schools from the respondents as an issue raised in chapter one is presented in Table 4.3.2.

Table 4.3.2: Opinions of Respondents on the Use of ICT in the Management of Finances of Secondary Schools in Kano State

S/N	Item Discrimination and Numbers Relevance of ICT in Financial Management	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
1	The funding of ICT in my school is adequate	Principals	11	26.8	14.6	34.1	16	39
		Vice-Prins.	11	35.5	9	29	11	35.5
		H.O.Ds	3	6.7	11	61.1	4	22.2
		Teachers	71	32.2	78	35.5	72	32.6
		MOE	2	66.7	-	-	1	33.3
		Bursars	6	100	-	-	-	-
2	The head of my school has enough money to buy computer sets for effective teaching and learning.	Principals	13	31.7	22	37	6	14.6
		Vice-Prins.	16	51.6	1	35.5	4	12.9
		H.O.Ds	9	50	4	22.3	5	7.8
		Teachers	71	32.2	108	48.9	41	18.6
		MOE	-	-	3	100	-	-
		Bursars	1	16.7	4	66.7	1	16.7
3	There is enough capital to supply computer to each department in my school.	Principals	16	39	7	17.1	18	43.9
		Vice-Prins.	14	45.1	11	35.5	6	19.4
		H.O.Ds	11	61.1	6	33.4	1	5.8
		Teachers	50	22.6	131	59.2	40	18.1
		MOE	-	-	-	-	3	100
		Bursars	3	50	2	34.4	1	16.7
4	The school is financially fit to sponsor staff for computer training.	Principals	24	57.6	7	17.1	10	24.4
		Vice-Prins.	19	51.3	6	19.4	6	19.4
		H.O.Ds	12	66.6	4	22.2	2	11.1
		Teachers	71	32.2	107	48.4	43	19.5
		MOE	2	66.7	1	33.3	-	-
		Bursars	1	16.7	4	66.7	1	16.7
5	There is enough capital to employ part time teachers.	Principals	14	34.1	17	41.4	10	24.4
		Vice-Prins.	15	48.4	6	19.3	10	32.3
		H.O.Ds	9	50	5	27.8	4	22.2
		Teachers	56	25.4	114	51.5	51	23.1
		MOE	-	-	1	33.3	2	66.7
		Bursars	2	33.4	3	50.0	1	16.7
6	All financial transactions are done in my school computer.	Principals	10	24.4	20	40.8	11	26.8
		Vice-Prins.	7	22.6	16	41.6	8	25.8
		H.O.Ds	7	38.9	6	33.3	5	27.8
		Teachers	71	32.2	103	46.6	47	21.3
		MOE	-	-	2	66.7	1	33.3
		Bursars	1	16.7	3	50.0	2	33.3
7	The school has money to sponsor the student to go for excursion and study trip.	Principals	22	536	12	29	7	17.1
		Vice-Prins.	18	58.1	7	22.6	6	19.4
		H.O.Ds	14	77.8	4	22.2	-	-
		Teachers	70	31.6	102	46.1	49	22.2
		MOE	-	-	1	33.3	2	66.7
		Bursars	3	50	1	16.7	2	33.3

8	The principal has enough financial support to employ qualified computer teachers.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	11 6 4 61 1 1	26.8 19.3 22.3 27.6 33.3 16.7	19 23 11 124 1 4	46.4 74.2 61.1 56.1 33.3 66.7	11 2 3 36 1 1	26.8 6.5 16.7 16.3 33.3 16.7
9	The head of school has sufficient capital for staff development.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	11 10 7 56 1 1	26.9 32.2 38.9 25.3 33.3 16.7	16 10 6 134 - 4	39.1 32.2 33.4 60.6 - 66.7	14 11 5 31 2 1	34.1 35.5 27.8 14.0 66.7 16.7
10	The school has financial support to give loan to the staff.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	21 12 9 60 2 1	51.2 38.7 50 27.2 66.7 16.7	11 17 4 117 - 4	26.8 55.9 22.2 52.9 - 66.7	9 2 5 44 1 1	22 6.5 27.8 19.9 33.3 16.7

The opinions of the respondents showed that negligible numbers of principals representing only 26.8% of the principals showed that funding of ICT in their school was adequate. While, a greater number of 30 principals representing 72.2% indicated that funding of ICT was inadequate. On the part of the vice principals negligible number representing 35.5% responded that funding was adequate against 20 vice-principals representing 6.7% responded to the fact that funding was adequate. While, greater number of 15 representing 83.3% were against the fact that fund was adequate. On the part of the teachers a smaller number of 71 representing 32.2% indicated that funding of ICT was adequate while a greater number of teachers totaling 170 giving 67.9% responded to inadequate funding of ICT in their schools. On the part of the MOE officials, it was discovered that 2 respondents representing 66.7% indicated that funding was adequate**,** while only 1 which is 33.3% was undecided. It is not surprising because

the MOE are in charge of funding in the school system. They could respond in that way in order to cover the fund which passed through their office but were misappropriated.

In the same vein the bursars who are controller of funds in school numbering 6 which is 100% responded to the fact that there was enough funding of ICT in the school. They could do that in order to remain in the good book of their superior officers, or reporting from the knowledge of the record in their custody.

However, in all, on the general level the responses against adequate funding of ICT was more than the number that responded in favour of the adequate funding. This is an indication that at the secondary school level in Kano stat and in Nigeria some schools especially in rural areas do not know anything about computer not to thing of adequate funding where computers are being installed. There are no body with idea of handling them or to make effective use of them.

On the issue of head of schools having enough money to buy computer sets for effective teaching and learning. On the side of the principals a smaller number of 13 representing 41.7% represented positively while greater number responded negatively. Though, this could be a cover up if the principals were responsible for the procurement of the computer so as to conserve money for themselves for selfish ends. On the part of the vice-principals 16 which is 51% responded in agreement to the head of school having enough money to buy computers in school, while 15 which represent 49% responded in disagreement. On the part of the HODs 9 representing 50% responded in agreement while 9 representing 50% responded in disagreement. Looking at the responses of the teachers, 71 representing 32.2% responded in agreement to enough money to buy computer, while

149 representing 67.7% responded in disagreement. Among the Ministry of Education Officials (MOE) none representing 0% was in agreement while 3 representing 100% were in disagreement. Equally of interest is the bursars where 1, representing 16.7% responded in agreement while 5 representing 83.4% respondents negatively to the availability to enough money to buy computer in the school. On the general level the responses in agreement for availability of enough fund to buy enough computer was very low compared to the responses in disagreement for availability of fund for the purchase of computers in secondary schools. This accounts for why in most secondary school there are absence of computer especially at the rural areas where little is known about computer. The situation is the same in most secondary schools in Nigeria, especially at the rural areas. Even at the urban areas where computer exist they are mere items of museum kept in archive.

On the issue of enough capital to supply computer to all departments in the school, the principals responded thus; 16 principals representing 39% responded positively while, 25 principals representing 61% responded negatively. On the part of the vice principals 14 representing 45.1% responded positively while 17 representing 54.9% responded negatively. For the HODs 11 representing 61.1% responded positively while 7 representing 39.2% responded negatively. In the same vein, 50 teachers representing 22.6% responded in agreement, while 171 representing 77.3% responded negatively. The Ministry of Education had no person in support of enough capital to equip computers in all department, while 3 representing 100% responded negatively. The bursars had 3 persons representing 50% responding positively while the remaining 3 representing 50% responded negatively. However, on the general level the number of respondents in the

positive direction were by far les than the number of respondents in the negative direction. This is an indication that not enough capital exist in most of the schools at the departmental level especially in the rural areas where a single computer can easily be installed not to think of getting the computers installed at the departmental level for the use of the staff and students.

On financial fitness of the school to sponsor staff for computer training, 24 principals representing 57.6% agreed the schools could sponsor staff, while 17 representing 31.5% responded negatively, 19 vice principals representing 51.3% responded positively while, 12 representing 38.8% responded negatively. 13 HODs representing 66.6% agreed with the item while, 6 r representing 33.3% disagreed. 71 teachers representing 32.2% showed agreement while, 150 representing 67.9% gave in for disagreement. 2 MOE officials representing 66.7% agreed with the item while, 11 representing 33.3% disagreed, 1 bursar representing 33.3% agreed with the item while, 5 representing 66.6% showed disagreement. On the general trend it was discovered that number and percentage of agreement were by far less than the number and percentage of disagreement. This is an indication that most of the schools in Kano state and in Nigeria do not have enough strength and fitness to sponsor for computer training.

On the issue of enough capital to employ part time teachers for computer; 4 principals representing 34.1% agreed with the item while, 27 representing 65.8% disagreed. 15 vice principals representing 48.4% agreed with the item while 16 vice principals representing 51.6% disagreed. 9 HODs representing 50% agreed while 9 representing 50% disagreed, 56 teachers representing 25.4% agreed while 165 representing 74.6% disagreed. MOE official representing 33.3% agreed while

2 representing 66.6% disagreed. 2 bursars representing 33.4% agreed while 4 representing 66.8% disagreed. In all the number of agreement was far shorter than the number of disagreement, which is an indication that most of the schools in Kano and in Nigeria lack the ability to employ part time teachers for computer lessons.

On the issue of all financial transaction been carried out on the computer in the school, 10 principals representing 24.4 agreed while 31 representing 67.6% disagreed 7 vice principals representing 22.6% agreed while 24 representing 67.4% showed disagreement, 7 HODs representing 38.9% agreed, while 11 representing 61.1% disagreed. 71 teachers representing 32.2% agreed while 150 representing 66.9% disagreed. 2 MOE officials representing 66.7% agreed while 1 representing 33.3% disagreed, 1 bursar representing 16.7% agreed while 5 bursars disagreed. On the general level the number of agreement was far less than the general disagreement therefore, indicating the fact that most of the schools' financial transactions are done manually rather than use computer.

On ability of sending students on excursion and study trip 22 principals representing 53.6% agreed, while 19 representing 46.4% disagreed, 18 vice principals representing 58.1% agreed, while 13 representing 42% disagreed, 14 HODs representing 77.4% agreed while 4 representing 22.2% disagreed. 70 teachers representing 31.6% agreed while 151 representing 68.3% indicated disagreement. 1 MOE officials representing 66.6% disagreed. 3 bursars representing 50% agreed while 3 representing 50% disagreed. In all, on the general level, the number of agreement was far less than the number of disagreement which indicates that most of the secondary schools lacked the fund to send the students on excursion and study trips.

On the ability of the principals having enough fund to employ qualified computer teachers, 11 principals representing 26.8% indicated agreement with the item, 30 principals representing 73.2% indicated disagreement. 6 vice principals representing 19.3% agreed with the item while 25 representing 80.7% disagreed. 4 HODs representing 22.3% agreed while 14 representing 22.3% agreed while 14 representing 67.8% indicated disagreement. 61 teachers representing 27.6% agreed with the item while, 160 representing 72.4% disagreed. 1 MOE official agreed with the item while 2 disagreed. 1 bursar representing 16.7% agreed with the option while 5 representing 83.4% disagreed. It could therefore, be inferred that in almost all secondary schools in Kano state and in Nigeria the principals lacked the financial support to be able to employ qualified computer teachers on their own.

On the issue of heads of schools having enough capital for staff development. 11 principals representing 26.9% agreed while 30 representing 73.2% disagreed. 10 vice principals representing 32.2% agreed while 21 representing 67.8% disagreed. 7 HODs representing 38.9% agreed while 11 representing 61.2% disagreed. 56 teachers representing 25.3% agreed while 1.65 representing 74.6% disagreed. 1 MOE representing 33.3% agreed while 2 MOE officials representing 66.7% disagreed. 1 bursar representing 16.7% agreed while, 5 representing 82.8% disagreed. It is clear therefore, from above that most principals of secondary schools in Kano state and in Nigeria lacked the capital for staff development.

On the issue of having financial support to give loan, it was discovered that 21 principals representing 51.2% agreed while 20 representing 48.9% disagreed. 12 vice principals representing 38.7% agreed while 19 representing 62.2% disagreement. 9

HODs representing 50% agreed while 9 representing 50% disagreed. 60 teachers representing 27.2% agreed while 161 representing 72.8% disagreed. 2 MOEs representing 66.7% agreed while 1 representing 33.3% disagreed. 1 bursar representing 82.8% disagreed. It is therefore clear that the number of agreement is far less than the number of disagreement. Thereby, showing that most of the principals lacked the capital for support loans to staff to acquire computer on their own.

4.4 Responses of Respondents in the use of ICT in the Management of Staff in Secondary Schools in Kano state

This is one of the issues raised in chapter one and subjected to the opinions of school management and ministry officials in order to generate unbiased opinions. The result is presented in Table 4.4.1.

Table 4.4.1: Opinions of Respondents in the use of ICT in the Management of Staff in Secondary Schools in Kano state

S/N	Item Discrimination and Numbers Relevance of ICT on Financial Management	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
11	The staff of my school uses computer to retrieve any information on staff and student.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	13 11 10 56 1 1	31.7 35.5 55.6 25.4 33.3 16.7	12 19 5 108 - 2	29.3 61.5 27.8 48.9 - 33.4	16 1 3 57 2 3	39.0 3.2 16.7 25.8 66.7 50
12	All staff if my school undergo through computer literacy programme.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	11 16 3 64 - 1	26.9 51.6 16.7 29 - 16.7	18 13 12 113 3 3	43.9 41.9 66.7 51.1 100 50	12 2 3 44 - 2	29.3 6.5 16.7 19.9 - 33.2
13	The staff of my school use computer to keep all the data of staffs and students.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	14 12 14 50 1 1	34.1 38.8 77.8 22.6 33.3 16.7	25 12 3 131 2 4	51.0 38.7 16.7 59.3 66.7 66.7	2 7 1 40 - 1	4.9 26.6 5.6 18.1 - 16.7

14	The management of my school uses computer in the office	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	17 9 12 68 1 2	41.4 29.1 66.7 50.8 33.3 33.3	15 13 3 106 1 3	36.6 42.0 16.7 55.5 33.3 50	9 9 3 37 1 1	22.0 29.0 16.7 16.7 33.3 16.7
15	The staff of my school are computer literate.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	15 15 8 53 - 4	36.6 48.4 44.4 24 - 66.7	14 14 5 112 3 2	34.1 45.2 27.8 50.6 100 33.4	12 2 5 56 - -	29.3 6.5 27.8 25.3 - -
16	The staff of my school are using manual method of data collection.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	13 12 4 52 - 3	31.7 38.8 22.3 23.5 - 50	18 15 8 106 2 1	43.9 38.4 44.4 48.0 66.7 16.7	10 4 6 63 1 2	24.4 12.9 33.3 28.5 33.3 33.3
17	The staff of my school use ICT in getting more information about new method of teaching.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	7 8 4 57 1 3	17.1 25.8 22.2 25.8 33.3 50	21 17 13 122 2 2	51.2 54.9 72.3 55.2 66.7 33.3	13 6 1 42 - 1	31.7 19.4 5.6 19.0 - 16.7
18	The staff of my school use computer to teach their student.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	13 17 11 69 1 3	31.7 54.8 61.1 31.2 33.3 50	18 7 2 120 2 2	33.9 22.0 11.2 54.3 66.7 33.3	10 7 5 32 - 1	24.4 23.2 27.8 14.1 - 16.7
19	The management supervise the work of staffs in my school.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	22 4 8 56 - 1	53.7 45.2 44.5 25.3 - 16.7	9 8 8 130 3 5	22.0 25.8 44.4 54.8 100 83.3	10 9 2 35 - -	24.4 29.0 11.1 15.8 - -

Table 4.4.1 shows the various responses of the respondents on the 10 items relating to the staff management in secondary schools in Kano state. From the table it is discovered that on issue of sending staff to seminars and workshops 13 principals representing 31.7% show agreement while 28 representing 68.3% indicated disagreement. 11 vice principals representing 35.5% agreed while 20 representing 64.7%

disagreed. While, 20 representing 64.7% disagreed, 10 HODs representing 55.6% agreed while 8 representing 44.5% disagreed. 56 teachers representing 25.4% agreed while 165 representing 74.7% disagreed. 1 MOE representing 37.3% agreed while 2 representing 66.7% disagreed. 1 bursar representing 16.7% agreed while 5 bursars representing 83.4% disagreed. The above analysis shows a clear evidence that the agreement is by far less than the disagreement. Therefore, most principals of secondary schools in Kano state and indeed Nigeria do not care to send their staff to seminar or work shop in order to improve them.

On organizing computer literacy programme 11 principals representing 26.9% affirmed in agreement while 30 representing disaffirmed to the item.16 vice principals representing 51.6% agreed to the item while 15 representing 48.8% disagreed. 3 HODs representing 16.7% agreed while 15 representing 83.4% disagreed 64 teachers representing 29% agreed while 157 representing 71% disagreed. The 3 MOE representing 100% disagreed while none showed agreement. 1 bursar representing 16.7% agreed with the point while 5 representing 83.2 showed disagreement. From the above analysis the rate of agreement were far below the rate of disagreement which depicts the fact that no effort is made by the principals of secondary schools in Kano state and in Nigeria to ensure literacy of their staff members.

On staff keeping their record and data of students, or staff keeping record of important documents in computer 14 principals representing 43.1% showed agreement while 27 representing 65.9% showed disagreement. 12 vice principals representing 38.8% agreed while 19 vice principals representing 65.3% showed disagreement. 14 HODs representing 77.8% showed agreement while 4 representing 22.3% showed

disagreement. 50 teachers representing 22.6% and 171 representing 77.4% showed disagreement. 1 MOE representing 33.3% agreed while 2 MOE representing 66.6% showed disagreement. 1 bursar representing 16.7% agreed while 5 representing 83.4% disagreed. In all the disagreement was more than the agreement signifying that staffs do not know how to keep records in computer.

On the issue of staff finding it easy to operate ICT facilities, 17 principals, representing 41.4% agreed, while 24 representing 57.6% disagreed. 1 vice principals representing 29.1% were in agreement. 12 HODs representing 6.7% we in agreement while 143 representing 72.2% disagreed. 1 MOE representing 33.3% agreed while 2 MOEs representing 66.6% disagreed 2 bursars representing 33.3% were in agreement while 4 representing 66.7% disagreed. In all, the agreement was far below the disagreement leading to poor responses and identifying the fact that in most secondary schools in Kano state most staff do not know how to operate ICT facilities.

On issues relating to computer literacy, 15 principals representing 36.6% agreed to the item while 26 representing 63.4% disagreed. 15 vice principals representing 48.4% responded in agreement while 16 representing 51.7% representing 44.4% were in agreement while 10 representing 55.6% were in disagreement. 53 teachers representing 24% agreed. While, 1.68 representing 75.9% disagreed, 3 MOEs representing 100% agreed while none disagreed. 5 bursars representing 66.7% agreed while 2 representing 33.4% disagreed. In all the disagreement was more than agreement giving rise to the fact that most staff are not computer literate. Though the high rating by MOE, Bursar, could be few of them and computer literate ion this own effort.

On staff of the school relying on manual method of data collection. 13 principals representing 31.7% responded in agreement while 28 representing 68.3% responded in disagreement. 12 vice principals representing 38.8% responded in agreement while 19 representing 51.3% noted in disagreement. 4 HODs representing 22.3% answered in agreement while 14 representing 77.7% disagreed. 52 teachers representing 23.5% agreed while 169 representing 76.5% show disagreement. 3 MOEs representing 66.6% noted in agreement and none disagreement. 3 bursars representing 50% noted in agreement while 3 representing 50% noted in disagreement. The responses have clearly indicate the fact that most of the staff of secondary schools in Kano state are computer literate and do not have opportunity to improve themselves.

On the issue of staff members getting more information about new teaching methods 7 principals representing 17.1% responded in agreement while 24 representing 82.9% disagreed. 8 vice principals representing 25.8% responded in agreement, while 23 representing 74.3% responded in disagreement. 4 HODs representing 22.2% noted in agreement while 14 representing 77.9% noted in disagreement. 57 teachers representing 25.8% responded in agreement while 164 representing 74.2% responded in disagreement. 1 MOE representing 33.3% noted in agreement while 2 representing 33.3% noted in agreement while 2 representing 66.6% noted in disagreement. 3 bursars representing 50% noted in agreement while 3 representing 50% noted in disagreement. In all the cases the rate of agreement were far less than the rate of disagreement. This clearly indicates that all the staff of secondary schools in Kano state do not make use of ICT to get information on new methods of teaching to improve their function in school.

On the ability of staff and students to use computer in the school, 13 principals representing 31.7% responded in agreement while 128 representing 63.3% disagreement. 17 vice principals representing 54.8% responding agreement while 14 representing 45.2% responded in disagreement. 11 HODs representing 64.1% responded in agreement while 7 representing 39% responded in disagreement, 69 teachers representing 31.2% agreed while 152 representing 68.8% responded in disagreement. 1 MOE representing 33.3% responded in agreement while 2 representing 66.6% responded in disagreement. 3 bursars representing 50% responded in agreement while 3 others representing 50% responded in disagreement. From all indication the number of agreement were far below the number of disagreement. Therefore, it confirms the fact that both staff and students do not know how to use computer in all the schools in Kano state.

On the fact that staff of secondary schools supervise the work of their students on computer, 22 principals representing 52.7% responded positively while 19 representing 46.4% responded negatively. 14 vice principals representing 45.2% responded positively while 17 representing 54.8% responded negatively. 8 HODs representing 44.5% responded in agreement while 10 representing 55.5% responded in disagreement. 56 teachers representing 25.3% responded in agreement while 16.5% representing 70.6% were in disagreement. 3 MOE representing 100% agreed with the item while none disagreed, 1 bursar representing 16.7% agreed with the item while 5 representing 83.3% responded in disagreement. From the exposition the number of agreement is far less than the disagreement. This clearly indicated that the staff do not effectively supervise their students' work to ensure computer literacy.

4.5 Responses of Respondents in the use of ICT in the Management of School Facilities

It will be difficult for students to learn without adequate school facilities and using ICT will help in knowing the types of facilities and monitoring to make sure that they are not stolen or abused can be done when the ICT is used to have record of them. This issue was raised in chapter one and subjected to generation of opinions from respondents used for this study.

Table 4.5.1: Opinions of Respondents on the Use of ICT in the Management of School Facilities

S/N	Item Discrimination and Numbers	Categories of Respondents	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
	Relevance of ICT on School Facilities							
20	There are enough classrooms for effective teaching and learning in my school.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	4 6 3 55 1 -	9.8 19.4 16.7 24.9 33.3 -	26 20 14 113 2 5	63.4 64.5 77.8 61.2 66.7 83.3	11 5 1 53 - 1	26.8 16.1 5.6 24 - 16.7
21	My school has standard labouratory where practical experiments take place.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	22 14 7 57 - -	51.2 45.2 28.9 25.8 - -	18 13 8 124 2 6	43.9 41.9 44.4 56.1 66.7 100	2 4 3 40 1 -	4.9 12.9 16.7 18.1 33.3 -
22	My school has spacious computer classroom science computers science teaching takes place.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	10 9 10 58 - 1	24.4 29.1 55.5 26.3 - 16.7	24 17 7 140 3 5	58.6 54.8 38.9 63.3 100 83.3	7 5 1 23 - -	17.1 16.1 5.6 10.4 - -
23	There are enough chairs and tables in my school.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	17 13 12 59 - -	41.5 42.0 66.6 26.7 - -	12 13 3 103 2 5	29.3 42.0 16.7 46.6 66.7 83.3	12 6 3 59 1 1	29.3 19.4 16.7 26.7 33.3 16.7

24	The library of your school is stocked with current textbooks.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	5 11 9 48 1 -	12.2 35.5 50 21.7 33.3 -	10 16 7 128 2 6	24.4 51.7 33.9 58 66.7 100	26 4 2 45 - -	53.4 12.9 11.1 20.4 - -
25	Your school has standby generator for effective power supply.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	16 18 13 61 2 4	39.0 58.1 72.3 27.6 66.7 66.7	13 9 3 132 - 2	31.7 29.1 16.7 59.8 - 33.3	12 4 2 28 1 -	29.3 12.9 11.1 12.7 33.3 -
26	There is enough toilet for staff and students in the school.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	22 13 15 66 1 2	53.6 42.0 83.4 29.9 33.3 33.3	15 13 9 112 2 3	36.6 42.0 5.6 50.6 66.7 50	4 5 2 43 - 1	9.8 16.1 11.6 19.5 - 16.7
27	My school has standard field where different sporting activities takes place.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	8 12 10 37 1 2	19.5 38.7 55.6 16.8 33.3 33.4	12 12 7 146 2 3	29.3 38.7 38.9 66.0 66.7 50	22 7 1 38 - 1	51.2 22.6 5.6 17.2 - 16.7
28	The school has big hall for school examination.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	15 13 12 78 1 3	36.6 42.0 66.6 34.3 33.3 50	22 5 6 119 2 2	53.7 48.7 33.3 53.8 56.7 33.5	4 3 - 26 - 1	9.8 9.7 - 11.8 - 16.7
29	The school has halls for WAEC and NECO examination.	Principals Vice-Prins. H.O.Ds Teachers MOE Bursars	6 7 5 59 - -	14.7 22.6 29.8 28.7 - -	29 21 13 113 3 6	70.7 67.7 72.3 51.1 100 100	6 3 - 49 - -	14.6 9.7 - 22.2 - -

Table 4.5.1 shows the various responses of respondents on 10 items relating to the management of educational facilities. From the table it is discovered that on the issue of enough classrooms for effective teaching and learning in the schools, 4 principals representing 9.8% responded in agreement with having enough classrooms in their schools, while 37 representing 90.2% were in disagreement. 6 vice principals

representing 19.4% responded in agreement while 25 representing 81.6% responded in disagreement. 3 HODs representing 19.4% responded in agreement while 15 representing 83.4% responded in disagreement. 55 teachers representing 24.9% responded in agreement while 168 representing 85.2% were in disagreement. 1 MOE representing 33.3% was in agreement, while 2 representing 66.7% were in disagreement. No Burser showed agreement, while 6 of them representing 100% responded in disagreement. From the analysis above it was seen that in all the secondary schools in Kano state there are not enough classrooms for students to be comfortable and learn as well as for effective teaching and learning. The low or no response given by respondents in agreement clearly show there are not enough classrooms in all the schools in Kano state and in Nigeria as a whole.

On the issue of standard laboratory for students for practicals 22 principals representing 51.2% responded in agreement while 20 representing 48.8% responded in disagreement 14 vice principals representing 45.2% responded in agreement while, 17 representing 54.1% responded in disagreement. 7 HODs representing 28.9% responded in agreement while 11 representing 61.1% responded negatively. 6 bursars representing 100% of respondents responded in agreement with none responding negatively. Though, the responses were high, the existence o standard laboratory in Nigeria secondary schools has been a thing of mirage in place where good laboratory exist it is short lived as all the items there are easily vandalized.

On the issue of spacious classroom and ground for computer, 10 principals representing 24.4% responded in agreement while 31 representing 75.7% were in disagreement, 9 vice principals representing 29.1% responded in agreement while 22

representing 70.9 responded in disagreement. 10 HODs representing 55.5% responded in agreement while 8 representing 44.5% responded negatively. 58 teachers representing 26.3% responded positively while 163 representing 73.7% responded negatively. 3 MOEs representing 100% responded in disagreement. 6 of the bursars representing 100% also responded in agreement. The evidence above therefore, explains the fact that in all the secondary schools in Kano state and in Nigeria there are no computer laboratory for large students to use. 3 bursars representing 50% noted in agreement while 3 representing 50% noted in disagreement. In all the cases the rate of agreement were far less than the rate of disagreement. This clearly indicates that all the staff of secondary schools in Kano state do not make use of ICT information on new methods of teaching to improve their function in school.

On the ability of staff and students to use computer in the school, 13 principals representing 31.7% responded in agreement while 31.7% responded in agreement while 128 representing 63.3% disagreed. 17 vice principals representing 54.8% responded in agreement. 11 HODs representing 61.1% responded in agreement while 7 representing 39% responded in disagreement, 69 teachers representing 31.2% agreed while 152 representing 68.8% responded in disagreement. 1 MOE representing 33.3% responded in agreement while 2 representing 66.6% responded in disagreement. 3 bursars representing 50% responded in agreement while 3 others representing 50% responded in disagreement. From all indication the number of agreement were far below the number of disagreement. Therefore, it confirms the fact that both staff and students do not know how to use computer in all the schools in Kano state.

On the fact that staff of secondary schools supervise the work of their students, 22 principals representing 52.7% responded positively while 19 representing 46.4% responded negatively. 14 vice principals representing 45.2% responded positively while 17 representing 54.8% responded negatively. 8 HODs representing 44.5% responded in agreement while 10 representing 55.5% responded in disagreement. 56 teachers representing 25.3% responded in agreement while 1.65% responded in agreement while 165 representing 70.6% were in disagreement. 3 MOE representing 100% agreed with the item while none disagreed, 1 Bursar representing 16.7% agreed with the item while 5 representing 83.3% responded in disagreement. From the exposition the number of agreement is far less than the disagreement. This clearly indicated that the staffs do not effectively supervise their students' work to ensure computer literacy.

On the issue of enough chairs and tables for sue in computer class, 17 principals representing 41.5% responded in agreement while 24 representing 58.6% responded in disagreed. 13 vice principals representing 42% responded in agreement, while 19 representing 61.4% responded in disagreement. 14 HODs representing 66.6% responded positively while 6 representing 33.4% responded in disagreement. 59 teachers representing 26.7% responded in agreement, while 162 representing 73.3% responded in disagreement. 3 MOE officials representing 100% responded disagreement while 6 bursar representing 100% responded in disagreement. From the above analysis it could be seen that the number of disagreement is by far more than the number of agreement, thereby showing that there is no favourable ground for good learning of computer.

On the existence of current textbooks on computer, 5 principals representing 12.2% responded in agreement, while 36 principal representing 77.8% responded in

disagreement. 11 vice principals representing 35.5% responded in agreement while, 20 representing 64.6% responded in disagreement. 9 HODs representing 50% responded in agreement while 9 representing 50% responded in disagreement. 48 teachers representing 21.7% responded in agreement while 173 representing 78.2% responded in disagreement. 1 MOE representing 33.3% responded in agreement while 2 representing 66.6% responded in disagreement. No bursar was in agreement while 6 representing 100% were in disagreement. This is a clear indication that in all the secondary schools in Kano state and even in Nigeria there are no relevant and current textbooks on computer that is available in school library. Even to worsen the situation some schools do not have any library.

On issue of standby generator for effective power supply, 16 principals representing 39.0% responded in agreement while 25 representing 61% responded in disagreement 18 vice principals representing 58.1% responded in agreement while 13 representing 42% responded in disagreement. 13 HODs representing 72.3% responded in agreement while 5 representing 27.8% responded in disagreement. 61 teachers representing 27.6% responded positively while 160 representing 72.5% responded negatively. 2 MOE representing 66.7% responded in agreement while 1 representing 33.3% of responded in disagreement 4 bursars representing 66.7% responded in agreement while 2 representing 33.3% responded in disagreement. From the above analysis it could be seen that not all secondary schools in Kano state and in Nigeria have standby generators for school activities. Even where standby generators existed they were not for the sake of improving computer studies only. This is evidenced in the type of responses given by the respondents. Though some respondents had enough rating their

rating were merely to signify the existence of standby generator but not for the sake of computer literacy.

On the issue of toilets for staff and students 22 principals representing 53.6% responded in agreement while 19 representing 46.4% responded in disagreement. 13 vice principals representing 42% responded in agreement while 18 representing 58.1% responded negatively. 15 HODs representing 83.4% responded in agreement, while 3 representing 16.7% responded in disagreement. 66 teachers representing 29.9% responded in agreement while 155 representing 70.1% were in disagreement. 1 MOE representing 33.3% were in agreement while 2 representing 66.7% were in disagreement. 2 bursars representing 33.3% responded in agreement, while 2 representing 66.7% were in disagreement.

On issue of standard field for sporting activities, 8 principals representing 19.5% were in agreement while 33 representing 80.5% responded in disagreement. 12 vice principals representing 38.7% were in agreement while 19 representing 61.3% were in disagreement. 10 HODs representing 55.6% were in disagreement. 37 teachers representing 16.8% were in agreement while 184 representing 83.2% were in disagreement. 1 MOE representing 33.3% was in agreement while 2 representing 66.7% were in disagreement. 2 bursars representing 33.4% were in agreement while, 4 representing 66.7% were in disagreement. 4 representing 66.7% were in disagreement in all, it is seen that most of the schools especially those in rural areas do not have standard field. Even in towns alone a single room could be use as a class the possibility of a field is yet to be seen.

On the issue of Big Hall for Examinations 15 principals representing 36.6% responded in favour while 26 representing 63.5% responded in disfavour. 13 vice principals representing 42% were in agreement while 18 representing 58.1% were in disagreement. 12 HODs representing 66.6% responded in favour, while 6 representing 33.3% were in agreement whole 145 representing 65.6% were in disagreement 1 MOE representing 33.3% was in agreement while 2 others representing 66.7% were in agreement. 3 bursars representing 50% were in agreement while 3 representing 50% were in agreement. On the general level all the respondents were seen to have responded more to disagreement than to agreement showing that some of the schools do not have standard examination hall for exams for the students.

On the issue of centre for WAEC or NECO 6 principals representing 14.7% indicated in agreement while 35 representing 85.3% responded in disagreement. 7 vice principals representing 22.6% responded in agreement, while 24 representing 76.4% were in disagreement 5 HODs representing 29.8% were in agreement while, 13 representing 72.3% were in disagreement 59 teachers representing 28.7% were in agreement while 162 representing 7.3% were in disagreement. 3 MOEs representing 100% were in disagreement, while 6 bursars representing 100% were in disagreement. A look at the responses showed that WAEC and NECO examination centres does not exist in any secondary schools in Kano state. Even where examination centre existed it was either WAEC or NECO.

4.6 Responses of Respondents in the use of ICT in the Management of Information in Secondary Schools in Kano state

The impact of ICT in the planning and management of information in schools has brought changes in the way schools are handled in the flow of information. This issue was raised in chapter one the opinions were tabulated in table 4.6.1

Table 4.6.1: Opinions of Respondents in the Use of ICT in Management Information

S/N	Item Discrimination and Numbers	Cat. of Resp.	Agreed		Disagreed		Undecided	
			F	%	F	%	F	%
	Relevance of ICT on Information							
30	The principal uses ICT in passing information to staff and students.	Principals	18	43.9	18	43.9	5	12.2
		Vice-Prins.	2	6.5	22	71.0	7	22.6
		H.O.Ds	2	11.2	14	77.7	2	11.1
		Teachers	71	32.1	126	57.0	24	10.9
		MOE	-	-	2	66.7	1	33.3
		Bursars	-	-	6	100	-	-
31	Using ICT for passing information in the school is a capital project.	Principals	13	31.7	12	29.3	16	39.0
		Vice-Prins.	14	45.2	16	51.6	1	3.2
		H.O.Ds	13	72.2	3	16.7	2	11.1
		Teachers	85	38.4	99	4.8	37	16.7
		MOE	2	6.7	1	33.3	-	-
		Bursars	5	83.3	-	-	1	16.7
32	Using ICT to generate or pass information brings about accuracy and fastness of work in my school.	Principals	10	24.4	20	48.8	11	26.8
		Vice-Prins.	12	38.8	13	42.0	6	19.4
		H.O.Ds	4	22.3	10	55.5	4	22.2
		Teachers	58	26.2	131	59.3	32	14.5
		MOE	3	100	-	-	-	-
		Bursars	1	16.7	3	50	2	33.3
33	The information generated form ICT brings about fast decision making on the school.	Principals	15	36.6	15	36.6	11	26.8
		Vice-Prins.	12	38.7	13	42.0	6	19.4
		H.O.Ds	3	16.7	12	66.6	3	16.7
		Teachers	54	24.5	117	52.9	50	22.6
		MOE	-	-	1	33.3	2	66.7
		Bursars	3	50	2	33.3	1	16.7
34	The management of my school uses ICT to generate information about new method of teaching.	Principals	9	22.0	24	58.6	8	19.5
		Vice-Prins.	15	48.4	13	41.9	3	9.7
		H.O.Ds	4	22.3	12	66.6	2	11.1
		Teachers	44	19.9	130	59.0	47	21.1
		MOE	-	-	1	33.3	2	66.7
		Bursars	2	33.3	4	66.6	-	-
35	The staff of my school processes data to obtain accurate information.	Principals	28	8.9	20	48.7	3	9.3
		Vice-Prins.	15	48.4	10	31.3	6	19.4
		H.O.Ds	12	66.7	3	16.7	3	16.7
		Teachers	65	29.4	13	31.2	43	19.5
		MOE	1	33.3	2	66.7	-	-
		Bursars	1	16.7	2	33.4	3	50
36	Your school is connected with internet for information generation.	Principals	26	63.5	8	19.5	7	17.1
		Vice-Prins.	17	22.6	17	54.9	7	22.7
		H.O.Ds	9	50	6	33.4	3	16.7
		Teachers	62	29.2	129	58.2	30	12.6
		MOE	-	-	2	66.7	1	33.3
		Bursars	-	-	3	50	3	50
37	Reliability of good information can lead to a good decision making through ICT.	Principals	12	29.2	28	58.5	5	12.2
		Vice-Prins.	12	38.7	17	54.9	2	6.4
		H.O.Ds	21	61.1	6	33.3	1	5.4
		Teachers	66	29.9	112	50.7	43	19.5
		MOE	1	33.3	2	66.7	-	-
		Bursars	1	16.7	4	66.7	1	16.7

Table 4.6.1 shows that, on the issue of principal using ICT materials for passing on information to staff and students in the school, 8 principals representing 43.9% responded in agreement, while 23 representing 56.1% responded in disagreement. 2 vice principals, representing 6.5% responded in agreement, while 29 representing 93.6% responded in disagreement. 2 HODs representing 11.2% responded in disagreement while 16 representing 88.8% responded in disagreement. 71 teachers representing 32.1% were in agreement while 150 representing 67.9% were in disagreement. 3 MOEs representing 100% responded in disagreement while 6 bursar representing 100% responded in disagreement.

On the issue of ICT used in school for information as a capital project, 13 principals representing 31.7% responded negatively, while 28 representing 58.3% responded in disagreement. 14 vice principals representing 45.2% responded positively while 17 representing 54.8% were in disagreement 13 HODs representing 72.2% were in agreement while 5 representing 27.8% were in disagreement 85 teachers representing 38.4% were in agreed while 136 representing 61.5% responded in disagreement. 2 MOEs representing 66.7% were in agreement, while 1 representing 33.3% was in disagreement. 5 bursars representing 83.3% were in agreement while 1 representing 16.7% was in disagreement. From the analysis above it is seen that majority of the respondents were in disagreement with the item as most of them responded negatively. This show that the use of ICT facilities for passing on information is a capital intensive projects.

On using ICT to generate information and pass it on as most accurate and fasters means in work, 10 representing 24.4% responded in support while 31 representing 75.6% were in disagreement. 12 vice principals representing 38.8% were in agreement, while 19

representing 61.4% were in agreement. 4 HOD representing 22.3% were in disagreement. 58 teachers representing 26.2% were in agreement while 163 representing 73.8% were in disagreement 3 MOEs representing 100% were in agreement while non- was in disagreement. 1 bursar representing 16.7% was in agreement while, 5 representing 83.3% were in disagreement. This indicates that the respondents do not even know the value of ICT computer in schools. They were only indicating their interest on the basis of assumption's for the use of ICT to generate information and pass it on as a means for accurate and fast work can not be qualified.

On the issue of ICT information aiding and ensuring fast decision making, 15 principals representing 36.6% were in agreement, while 26 representing 63.4% were in disagreement. 12 vice principals representing 38.7% were in agreement while 19 representing 61.4% were in agreement, while 15 representing 83.3% were in disagreement. 54 teachers representing 24.5% were in agreement, while 167 representing 75.4% were in disagreement. 3 MOEs representing 100% were in disagreement while 3 bursars representing 50% were in agreement and 3 representing 50% were in disagreement. From the responses it is observed that the respondents are computer literate and therefore fail to understand the importance of computer.

On the issue of school management using computer to generate information to generate information about new method of teaching , 9 principals representing 22% responded in agreement while 32 representing 78.1% responded in disagreement. 15 vice principals representing 48.4% responded in agreement, while 16 representing, 51.6% responded in disagreement. 4 HODs representing 22.3% responded in agreement while 14 representing 77.7% were in agreement. 44 teachers representing 199.9% were in

agreement while 177 representing 80.1% responded disagreement. 3 MOE representing 100% were in disagreement while. 2 bursars representing 33.3% were in agreement and 4 representing 66.6% were in disagreement.

On the issue of school been connected to internet, for information, 26 principals representing 63.5% responded in agreement while 15 representing 35.6% responded in disagreement. 9 HODs representing 50% responded in support while 9 representing 50% also responded in disagreement. 62 teachers representing 29.2% responded in agreement while 159 representing 70.8% responded in disagreement. 3 MOE representing 100% responded negatively to the issue while 6 bursars representing 100% responded negatively.

On the issue of reliability of information been a sino quanon for good decision, 12 principals representing 29.2% responded in agreement while 33 representing 70.7% responded in disagreement. 12 vice principals representing 38.7% responded in agreement while 19 representing 61.3% responded in disagreement. 21 HODs representing 61.1% were in agreement while 7 representing 38.9% responded negatively. 66 teachers representing 29.9% were in agreement, while 155 representing 70.1% were in disagreement. 1 MOE representing 33.3% were in agreement while 2 representing 66.6% were in disagreement. 1 bursar representing 16.7% was in agreement while 5 others representing 83.3% were in disagreement. Following the rates it will be seen that the use of ICT in the management of information is still at its lowest ebb in Kano secondary schools.

4.7 Responses of Respondents in the use of ICT in the Management of School Records in Secondary Schools

Retrieving information on the school activities such as students cumulative records of results and family background form an integral part of school life. The opinions of respondents on how ICT has improved record keeping is one of the issues raised in chapter one which is tabulated in table 4.7.1.

Table 4.7.1: Opinion of Respondents on the Use of ICT in the Management of School Records

S/N	Item Discrimination and Numbers	Categories of Respondents	Agreed		Disagreed		Undecided	
	Relevance of ICT on the Management of School Record		F	%	F	%	F	%
38	Computer is used for record keeping in my school.	Principals	19	46.3	22	53.7	-	-
		Vice-Prins.	4	12.9	70	64.5	7	22.6
		H.O.Ds	1	5.6	15	83.3	2	11.1
		Teachers	45	20.4	158	72.2	17	7.4
		MOE	1	33.3	2	66.7	-	-
		Bursars	-	-	6	100	-	-
39	All financial transactions are recoded in my school computer.	Principals	9	22.0	18	43,9	14	34.1
		Vice-Prins.	14	45.2	14	45.1	3	9.1
		H.O.Ds	9	50.0	6	33.3	3	16.3
		Teachers	65	29.4	112	50.7	44	19.9
		MOE	1	33.3	2	66.7	-	-
		Bursars	5	83.3	-	-	1	16.7
40	The result of students are recorded and printed in my school computer.	Principals	21	51.2	9	21.9	11	26.8
		Vice-Prins.	14	44.1	10	32.3	7	22.6
		H.O.Ds	11	61.2	4	22.3	3	16.7
		Teachers	69	81.2	103	46.6	49	22.2
		MOE	1	33.3	1	33.3	1	33.3
		Bursars	3	50	-	-	3	50
41	ICT record keeping is preferred to the manual process in the school.	Principals	13	31.7	22	53.7	6	14.6
		Vice-Prins.	12	38.8	19	61.3	-	-
		H.O.Ds	11	61.1	6	33.3	301	5.6
		Teachers	58	26.2	133	60.1	1	13.6
		MOE	1	33.3	1	33.3	-	33.3
		Bursars	5	83.3	1	16.7		-
42	The head of my school preferred note taking, than lecture method of teaching.	Principals	10	24.4	28	68.3	3	7.3
		Vice-Prins.	19	61.3	8	25.8	4	12.9
		H.O.Ds	3	16.7	13	72.2	2	11.1
		Teachers	48	21.7	122	55.2	51	23.1
		MOE	1	33.3	2	66.7	-	-
		Bursars	2	38.3	4	66.6	-	-
43	All certificate, testimonials and other important documents are recorded and kept in the school computer.	Principals	11	29.9	12	29.3	18	43.9
		Vice-Prins.	7	22.6	19	61.3	5	16.1
		H.O.Ds	6	33.3	9	50	3	16.7
		Teachers	56	25.3	125	56.6	40	18.1
		MOE	-	-	3	10	-	-
		Bursars	1	16.7	5	83.3	-	-
44	ICT will facilitates record keeping and easy retrieval of information.	Principals	22	55.6	13	31.7	6	14.6
		Vice-Prins.	15	48.4	14	45.2	2	6.5
		H.O.Ds	9	50	6	33.3	3	16.7
		Teachers	71	32.1	126	57	24	10.9
		MOE	1	33.3	2	66.7	-	-
		Bursars	3	50	2	33.4	1	16.7
45	Important data on staff, teachers and students are recorded and stored in the school computer.	Principals	5	12.2	33	80.4	3	7.3
		Vice-Prins.	12	38.8	13	41.9	6	19.4
		H.O.Ds	2	11.1	16	88.9	-	-
		Teachers	59	26.7	102	45.7	61	27.6
		MOE	-	-	3	100	-	-
		Bursars	-	-	6	100	-	-

Table 4.7.1 shows indirect accessibility of students records, the respondents had this to put in, on the issue of computer being accessed to keep record in schools, 19 teachers representing 46.3% responded in agreement while 22 representing 53.7% responded in disagreement. 4 vice principals representing 12.9% responded in agreement while 77 representing 87.1% responded in disagreement. 1 HOD representing 5.6% responded in agreement while 17 others representing 94.4% responded in disagreement. 45 teachers representing 20.4% responded in agreement while 175 representing 7.9% responded in disagreement 1 MOE representing 33.3% responded in agreement. 1 MOE representing 33.3% responded in agreement while 2 others representing 66.7% were in disagreement. 6 bursars representing 100% were in disagreement. With the responses it is evidence that no record is been kept by the school with the use of computer.

On the issue of financial transaction been recorded in computer in schools, 9 principals representing 22% were in agreement, 32 representing 78% were in disagreement. 14 vice principals representing 45.2% were in agreement while 17 representing 54.8% were in disagreement. 9 HODs representing 50% were in agreement while 9 representing 50% were in disagreement. 65 teachers representing 29.4% were in agreement, while 156 representing 70.6% were in disagreement. 1 MOE representing 33.3% were in agreement while 2 representing 66.6% were in disagreement. 5 bursars representing 83.3%responded in agreement while 1 representing 19.9% was in disagreement.

On whether students are recorded and printed in the computer 21 principals representing 51.2% were in agreement while 20 representing 48.7% were in disagreement. 14 vice principals representing 54.1% were in agreement, while 23

representing 54.9% were in disagreement. 11 HODs representing 61.2% were in agreement while 7 others representing 38.3% were in disagreement 69 teachers representing 31.2% were in agreement while 152 representing 68.8% were in disagreement. 1 MOE representing 33.3% was in agreement while 2 others representing 66.7% were in disagreement. 3 bursars representing 50% were in agreement while 3 others were in disagreement. From all indications it is evidenced that in most secondary schools in Kano state and Nigeria are not using computer to keep records.

On the issue of preference of ICT recording to manual recording. 13 principals representing 31.7% responded in agreement, while 28 representing 68.3% were in disagreement. 12 vice principals representing 38.8% were in agreement while 19 representing 61.2% were in disagreement. 11 HODs representing 61.1% were in agreement, while 7 representing 38.9% were in disagreement. 58 teachers representing 26.2% were in agreement while 163 representing 73.8% responded in disagreement 1 MOE representing 33.3% was in agreement while 2 representing 66.6% were in disagreement 5 bursars representing 83.3% were in agreement while 1 representing 16.7% was in disagreement. From the general response the ICT is not in good use in most schools in Kano state.

On the issue of school preference between note taking and lecture method of teaching 10 principals representing, 24.4% responded in agreement while 31 representing 75.0% responded in disagreement. 19 vice principals representing 61.3% were in agreement while 12 representing 38.7% were in disagreement. 3 HODs representing 16.7% were in agreement while 15 representing 83.3% were in agreement. 48 teachers representing 21.7% were in agreement while 173 representing 78.3% were in

disagreement. 1 MOE representing 33.3% was in agreement while 2 representing 66.7% were in disagreement. 2 bursars representing 33.3% were in agreement while 4 representing 66.7% were in disagreement.

On the issue of all documents like certificate, testimonials being kept in computer, 11 principals representing 26.9% registered agreement, while 30 representing 73.1% were in disagreement. 7 vice principals representing 22.6% were in agreement, while 24 representing 77.4% registered in disagreement. 6 HODs representing 33.3% registered in favour, while 12 representing 66.7% registered in disagreement. 56 teachers while 165 representing 74.7% registered in disagreement in agreement. 3 MOEs representing 100% registered in agreement while 1 bursar representing 16.7% registered in agreement with 5 others representing 83.3% registering in disagreement.

On the fact that important data on staff and students are being recorded and stored in computer 5 principals representing 12.2% responded in agreement while 36 representing 87.8% registered disagreement. 12 vice principals responded 38.8% while 19 representing 61.3% responded in disagreement. 2 HODs representing 11.1% responded in agreement while 16 representing 88.9% were in disagreement. 59 teachers representing 26.7% responded in agreement while 162 representing 73.3% responded in disagreement. 3 MOEs representing 100% registered in agreement while 6 bursars registered in disagreement. In general condition all the respondents registered low responses which indicated small agreement than disagreement which shows that there is low use of ICT for the keeping of school records.

The various respondents were found to have responded negatively to all the items on demographic informations. That is an indication that even though all the principals, vice-principals, HODs, bursars and MOE officials have put in reasonable number of years in the school services non of them were found to have knowledge of computer; they had no computer in any of their offices cared not for computer training, staff training, students' excursion, nor had the zeal to spend money in acquiring any computer for the school. No transaction on the computer is done at any level in the school system.

4.8 Hypotheses Testing

Five hypotheses were raised in this study. These were aimed at determining possible difference of opinion among the respondents on the relevance of ICT on the management of school finances, staff, resources, information and school records in secondary schools in Kano state. All the five hypotheses were rejected as the calculated f-ratio were found to be more than the critical f-ratio. This then gave rise to the acceptance of the alternative hypotheses. The hypotheses are as follows.

4.8.1 Null Hypothesis 1

Hypothesis 1: There is no significant difference in the opinions of the respondents in the relevance of ICT on the management of school finances.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of independent variable (Steel ROD et al, 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.8.2: Mean score of group on the use of ICT on the Management of School Finances

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.8.2 above shows the mean score of the groups on the use of ICT on the management of school finances. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.8.3: Analysis of variance on the use of ICT on The management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	1004.025	5	200.805	8.11	.000	2.37
Within Groups	7773.925	314	24.758			
Total	8777.950	319				

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Data Analysis on table 4.11 shows that the calculated f-ratio is 8.111 at 0.5 and at level of 0.05. The critical value f was found to be 2.37 less than f-ratio (8.111), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of principals, vice-principals, HODs, teachers, and officials and Bursers in the

management of school finances is rejected, which means there is a significant difference in the mean opinions of the respondents, principals, vice-principals, HODs, teachers and MOE officials and Bursers in the management of school finances in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exist.

In order to determine the groups that there was significantly different in their response from the others, a post hoc-test of mean operation was proffered on the means scores of the groups. The Scheffe procedure was used for operation. The results is as follow:

Table 4.8.4: Mean separation by Scheffe Procedure

Group	F value	Decision rule
Principals Vs Teachers	8.932	Not significant
Principals Vs MOE officials	" "	" "
Vice-principals Vs Teachers	" "	" "
MOEs officials Vs Teachers	" "	" "
HODs Vs Teachers & MOE	" "	Significant

The result of the procedure in table 4.1 shows that HODs were the group which differed significantly in the opinion concerning the opinion of respondents on the use of ICT in the management of school finances in secondary schools in Kano state. This contracted the work of scholars like Erick (1990), Emekwu (2002) and Cole (1993). The HODs differed especially in the area of availability of fund in school, enough fund to equip the school with computers and fund to employ qualified computer teachers.

4.9 Null Hypothesis 1 (H_{01})

Hypothesis 1: There is no significant difference in the opinions of the respondents in the relevance of ICT on the management of school finances.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of independent variable (Steel ROD et al, 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.9.1: Mean score of group on the use of ICT on the Management of School Finances

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.9.1 above shows the mean score of the groups on the use of ICT on the management of school finances. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.9.2: Analysis of variance on the use of ICT on The management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	1004.025	5	200.805	8.11	.000	2.37
Within Groups	7773.925	314	24.758			
Total	8777.950	319				

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Data Analysis on table 4.9.2 shows that the calculated f-ratio is 8.111 at 0.5 and at level of 0.05. The critical value f was found to be 2.37 less than f-ratio (8.111), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of principals, vice-principals, HODs, teachers, and officials and Bursers in the management of school finances is rejected, which means there is a significant difference in the mean opinions of the respondents, principals, vice-principals, HODs, teachers and MOE officials and Bursars in the management of school finances in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exist.

4.10 Null Hypothesis 2 (H_{02})

Hypothesis 2: There is no significant difference in the opinions of the respondents in the use of ICT on the staff management of school staff.

The numbers of items used in the assessment were 9. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of independent variable (Steel ROD, et al 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.10.1: Mean score of group on the use of ICT on the Management of School Staff

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.10.1 shows the mean score of the groups on the role of ICT on the management of school staff. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.10.2: Analysis of variance on the use of ICT on the Management of School Staff in Kano state

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	539.329	5	107.866	7.082	.000	2.37
Within Groups	4782.221	314	15.230			
Total	5321.550	319				

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Data Analysis on table 4.10.2 shows that the calculated f-ratio is 7.082 at 0.5 level of significance. The critical value f was found to be 3.0 less than f-ratio 7.082), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of principals, vice-principals, HODs' MOE and Bursars on the management of school staff is rejected, which means there is a significant difference in the mean opinions of the respondents, principals, vice-principals, HODs' teachers and MOE officials and Bursar on the management of school staff in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exist.

4.11 Null Hypothesis 3 (H_{03})

Hypothesis 3: There is no significant difference in the opinions of the respondents in the use of ICT on the management of school facilities.

The numbers of items used in the assessment were 10. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of

independent variable (Steel ROD. et al 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.11.1: Mean score of group on the use of ICT on the Management of School Information

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.11.1 above shows the mean score of the groups on the role of ICT on the management of school finances. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.11.2: Analysis of variance on the use of ICT on the Management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P	f-critical
Between Groups	1208.783	5	241.757	8.407	.000	2.37
Within Groups	9029.204	314	28.755			
Total	10237.988	319				

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Data Analysis on table 4.11.2 shows that the calculated f-ratio is 8.724 at 0.3 and at level of 0.05. The critical value f was found to be 3.0 less than f-ratio (8.401), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of students, principals, teachers and officials on the intelligence of Principals m school administration is rejected, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the intelligence of Principals in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the area of significant difference exists.

4.12 Null Hypothesis 4 (H_{04})

Hypothesis 4: There is no significant difference in the opinions of the respondents in the use of ICT on the management of information.

The numbers of items used in the assessment were 8. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of independent variable (Steel ROD. et al 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.12.1: Mean score of group on the use of ICT on the Management of School Information

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.12.1 shows the mean score of the groups on the role of ICT on the management of school finances. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.12.2: Analysis of variance on the use of ICT on the Management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P
Between Groups	1208.783	5	241.757	8.407	.000
Within Groups	9029.204	314	28.755		
Total	10237.988	319			

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Table 4.12.3: Mean score of group on the use of ICT on the management of school finances

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.11.3 shows the mean score of the groups on the use of ICT on the management of school finances. Visual observation of the teachers' mean score is closer

to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.12.4: Analysis of variance on the use of ICT on the Management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P
Between Groups	316.245	5	63.249	8.724	.008
Within Groups	6170.677	314	18.652		
Total	6486.922	319			

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99

Source: PQBAT Analysis (2012)

Data Analysis on table 4.12.4 shows that the calculated f-ratio is 8.724 at 0.3 and at level of 0.05. The critical value f was found to be 3.0 less than f-ratio (8.724), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of students, principals, teachers and officials on the intelligence of Principals m school administration is rejected, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the intelligence of Principals in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant difference exist.

4.13 Null Hypothesis 5 (H_{05})

Hypothesis 5: There is no significant difference in the opinions of the respondents in the relevance of ICT on the management of school records.

The numbers of items used in the assessment were 8. In testing the hypothesis, one-way analysis of variance (ANOVA) procedure was used because of the level of independent variable (Steel ROD, et al 1960), the table below shows analysis of variance and the fraction compared from each group.

Table 4.13.1: Mean score of group on the use of ICT on the Management of School Finances

Groups	N	Mean	STD	SE
HODs	18	38.0144	1.8665	8.428
Principals	41	47.1500	1.8633	-1784
Teachers	221	47.3740	1.5312	-1250
Vice Principals	31	47.4620	1.2614	-1817
Bursars	6	47.3212	1.6251	-1722
MOEs	3	47.3421	1.7741	4.1510
Total	320			

Source: PQBAT Analysis (2012)

Table 4.13.1 shows the mean score of the groups on the role of ICT on the management of school finances. Visual observation of the teachers' mean score is closer to that of the principals than that of HODs and Bursars, or MOEs. However, this could not be conclusively statistical.

Table 4.13.2: Analysis of variance on the use of ICT on the Management of School Finances in Kano state

SV	Sum of squares	DF	Mean	F	P
Between Groups	466.807	5	93.361	8.724	.000
Within Groups	5969.065	314	19.010		
Total	6435.872				

F(8.724) = 4P<0.05 level of significance = 0.05 and calculated value of 5.99
Source: PQBAT Analysis (2012)

Data Analysis on table 4.13.2 shows that the calculated f-ratio is 8.724 at 0.3 and at level of 0.05. The critical value f was found to be 3.0 less than f-ratio (8.724), therefore the null hypothesis which slates that there is no significant difference in the mean opinions of students, principals, teachers and officials on the intelligence of Principals m school administration is rejected, which means there is a significant difference in the mean opinions of the respondents (students, principals, teachers and MOE officials) on the intelligence of Principals in Secondary schools in Kano metropolis. Thus, the area of significant difference may not be easily noticed, the use of shuffled procedure will indicate clearly where the areas of significant difference exist.

Table 4.14: Summary of Hypotheses Testing

Five Null Hypotheses were Tested for the Study

No	Statement	Statistical Test used	Result	Level of Significance	Conclusion
1	There is no significant differences in the school management, teachers and students in the availability of Information and Communication Technology in the management of school finance in secondary school in Kano state.	Analysis of variance (ANOVA) and Sheffe's Test	F-calculated is 8.11 while the table value is 5.99 level of significance 0.05	0.05	The H0 was rejected. This means that significant difference existed in the opinion of the respondents.
2	There is no significant difference in the opinion of school management, teachers and students in the availability of ICT in the management of staff in secondary school in Kano state.	ANOVA and Sheffe's Test	F-calculated is 7.82 while the table value is 5.99 level of significance	0.05	The H0 was rejected. This means that significant difference existed in the opinion of the respondents.
3	There is no significant difference in the opinion of school management, teachers and students in the availability of ICT in the management of school facilities in secondary school in Kano state.	Analysis of variance (ANOVA) and Sheffe's Test	F-calculated is 8.407 while the table value is 0.05 level of significance	0.05	The H0 was rejected. This means that significant difference existed in the opinion of the respondents.
4	There is no significant difference in the opinion of school management, teachers and students in the availability of ICT in the management of school information in secondary school in Kano state.	ANOVA and Sheffe's Test	F-calculated is 8.724 while the table value is 5.99 level of significance	0.05	The H0 was rejected. This means that significant difference existed in the opinion of the respondents.
5	There is no significant difference in the opinion of school management, teachers and students in the availability of ICT in the management of school records in secondary school in Kano state.	Analysis of variance (ANOVA) and Sheffe's Test	F-calculated is 8.724 while the table value is 5.99 level of significance	0.05	The H0 was rejected. This means that significance difference existed in the opinion of the respondents.

4.15 Major Findings

The findings of the study established that:

i. ICT is not properly financed and this has affected supply of ICT material.

ii. Staff and student of most secondary schools in Kano state were found to be computer illiterates.

iii. There are inadequate facilities to teach ICT related subjects in secondary schools and these facilities were documented manually in files.

iv. The findings of the study establish that ICT is still very new in most of the secondary schools in Kano state and therefore, its benefit as related to school communication have not been fully realized.

v. Shortage of power was responsible for ineffective record keeping and utilization of ICT in secondary schools in Kano state.

4.15.1 Discussion of Findings

The findings of this chapter revealed that there are significant differences between the mean scores of principals, vice-principals, HODs, teachers, MOEs, and Bursers on items of investigation on the role of ICT in schools and society have had an impact on them and have sent a sense of worry through them. This implies that the principals, vice-principals, HODs, teachers, Ministry of Education officials and Bursars were worried about the identifying these unusual phenomenon “role of ICT management of schools”. The finding of the study are discussed in relation to the hypotheses as below.

4.15.2 Hypotheses

Hypothesis 1:

Part of the above explanations explains why the 5 stated hypotheses were of no significant difference between the opinions of principals, vice-principals, HODs, teachers, MOE and Bursars indicated a significant difference. Going by the study, principals vice-principals, HODs, teachers, MOE and Bursars disagreed with virtually all the items on finance. They maintained that funding of ICT in schools in Kano state was inadequate, principals do not have enough fund to reposition the situation in their schools by providing enough computers per student for computer training. They equally disagreed with the fact that there is enough capital to supply computer.

It was found that respondents; principals, vice-principals, HODs, teachers, MOE and Bursars equally disagreed with the items that said there was enough capital to sponsor staff for computer training, employ part-time teachers for computer training, that all financial transactions of most schools in Kano were still done by manual means, that student were not sent for excursion and study trip, no significant fund for staff development in compute and no financial support for staff to develop themselves or improve stocking of computer in school to ensure proper training of students in secondary schools in Kano state. Through, in some schools in Kano state the responses of the respondents were high, due to state of computer acquisition in their school, some of those computer were not put into use. It was found that in the presence of divergent opinion between respondents the number of disagreement in relation to all the items on finance management in school out weighed the number of agreement. This in effect is an

indication that the role of ICT in the management of school finances in secondary schools in Kano state is still at its lowest ebb.

Hypothesis 2:

On the issue of the use of ICT on the management of staff in secondary schools in Kano state, it was found that there was a lot of significant difference in the responses of the respondents, principals, vice-principals, HODs, teachers, MOE and Bursars which gave rise to the rejection of the hypothesis "There is no significant difference between the respondents on the management of staff in Kano state secondary schools to the acceptance of the alternative hypothesis of "There is a significance of the alternative opinion of the respondents in terms of the management of staff in secondary schools". It was fund that principals do not send staff for seminars and workshops for the computer, do not organize for computer literacy, do not keep data on staff students and other school projects and activities, staff do not fund it easy to operate computer nor do they document school activities, issues of teaching and learning or students' record with computer. The school still rely on manual means for all their work, no access to new methods of teaching and learning nor supervision of students' work with computer. All these findings points to the fact that the role of computer in staff management is still very low in secondary schools in Kano state.

Hypothesis 3:

On the issue of the use of ICT in the management of school facilities in secondary schools in Kano state it was found that all the respondents differed significantly in their opinion about all the items dealing with school facilities management.

This item led to the rejection of the null hypothesis of "there is no significant difference in the opinion of respondents in the role of ICT in the management of school facilities. It was found that there are not enough classrooms for effective teaching and learning, no enough laboratory for practical experiments, not enough and spacious rooms for computer lessons, no current textbooks for computer, some schools have no power holding light nor do they have standby generators for teaching computer. It was found that some schools do not have conveniences to staff and students, do not have halls for exams and examination centres for WAEC or NECO. All these findings show that ICTs role in management of school facilities is still low.

Hypothesis 4:

On the issue of using ICT in the management of information in secondary schools in Kano state, it was found that there is a low of significant differences between the responses of the respondents leading to rejection of the null hypothesis.

It was found that manual means is still used to pass information to staff and students instead of e-methods of passing information. It was also found that ICT was not used to generate information on new methods of teaching and learning, decision making, motivation techniques, data collection and processing or internet connection. All these findings debased the fact that ICT is been used in secondary schools in Kano state for management of information.

Hypothesis 5:

On the issue of the use of ICT on the management of school records. It was found that there was a lot of significant difference on the record keeping in schools. It was

found that records of students' performance, academic activities, staff functions were not kept with the use of ICT but manually. This then x-rays the fact that ICT is not playing significant role in the management of school records.

In all its magnanimity, with the findings of the research, the researcher stands to say that the role of ICT in the management of schools in Kano state is still at its lowest ebb. The fact still stand that majority of the schools in Kano state and their teachers do not have a faint idea of ICT nor do they even have computer of their own for advancement of ICT where computers exist. No person in the schools have the idea of computer operation. Funds do not exist nor are there necessary personnel with enough skill for ICT programmes in the schools.

CHAPTER FIVE

SUMMARY, CONCLUSION, RECOMMENDATIONS

5.1 Introduction

This chapter discussed the general summary and made recommendations based on the findings to school administrators, teachers, parents, government and other researchers.

5.2 Summary

The study started with a general overview of the topic the on the use of ICT in secondary school management, statement of the problem(s) viewed against the historical setting. The objectives of the study, research questions, hypotheses for the work were set forth to provide the framework of the study, within which the investigation of the work was to be carried out. Basic assumptions were made and the significance of the study outlined. The scope and delimitation of the study clearly specified.

A review of various related literatures were done following the objectives, research questions and hypotheses of the study. It centered on concepts of ICT aspects of management of schools concept of communication, concept of technology, emergence of information and communication technology, relationship between ITC and management, decision make with ICT, problems of ICT and importance of ICT in management of secondary schools.

The above views were intended to provide theoretical basis for the methodology to be used for the study. It determined the research type which is a survey research, the

population, population sample and sampling techniques, the instrument to be used, validation and reliability, administration of instrument and the processes for data analysis, result and interpretation, findings, conclusion and recommendations.

By means of Likert five point (5 points) scale SA, A, D, SD and UD the researcher prepared a questionnaire for collection of data. The responses of the six variables in the study which are principals, vice-principals, HODs, teachers, MOE officials and Bursers were collected. Of the 320 students sampled, 448 returned their completed questionnaire. Out of the 100 teachers sampled 97 of them returned their completed questionnaire and out of the 85 MOE officials 83 of them returned their completed questionnaire. Therefore, from the 448 questionnaires for student 97 questionnaire for teachers and 83 questionnaires for MOE officials the researcher collected and analysed their opinion on management of finance, staff, school facilities, information and records in secondary schools in Kono state, for results and interpretations, summary, discussion and conclusion and based on that made his recommendations.

The researcher employed different methods to collect data and reported that in the findings. The responses were statistically analyze through the use of frequencies and percentages to compare the variables and the use of Analysis of Variance (ANOVA), the hypothesis were tested and the results were as follows. The first hypothesis was rejected, which was a negation of the works of some other scholars like Okebukola (1997) on Ugandan secondary schools, Visscher et al (2003). MOE officials differed in order to escape being blamed for absence of ICT since these days they hold custody of school sand its management while principals on their own differed significantly on the role of ICT –

to them they are the heads of the administration and should determine the standard of the schools. The second hypothesis was rejected as there was significant difference shown. The third hypothesis was rejected as there was significant different, hypothesis 4 was rejected, hypothesis 5 was rejected.

5.3 Conclusion

From the analysis and the finding of this study, it could be concluded that the opinions of the respondents were used for the study. Principal, Vice-principal, H.O.D, Teachers, Bursar and M.E.O significantly differ from the school sampled for the study. The level of opinions of the respondents clearly showed that there is inadequacy of funding of the ICT programme in the schools.

Staff and students of most schools in the state were found to be computer illiterate, there are inadequate facilities to teach ICT and related subject in secondary schools. ICT is still very new in most of the schools in the state and its benefits have not been fully realized by both the school and the government.

In the final analysis, the study has realized in these areas:

- ICT and the Management of school Finance
- ICT and the Management of School Staff
- ICT and the Management of School facilities
- ICT and the Management of School Information
- ICT and the Management of School Record

In the final analysis, this study has come out with these conclusions:

i. Financing of ICT programme has been found to be grossly inadequate.

ii. That staff of secondary schools have been found to be mostly computer illiterates and were not aggravated or sought for self management.

iii. The facilities have not be computerized effectively in the computers, the facilities were still put down manually in files which can be easily turn.

iv. That the school information were still done through bulletin and made to be carried from one staff to the other instead of dissemination through SMS or e-mail which in most cases affect planning and decision-making.

v. School records were still hampered as found out through this research work as many of the schools still find it difficult to give records of the past events.

5.4 Recommendations

Based on the findings, conclusions and implications of the study the following recommendations are made, with the hope that it will provide assistance to government, MOE officials, teacher, parents, students and other researchers.

(i) The funding of ICT should be improved and consideration must be given in the annual budget. Likewise external sources of funding should be encouraged. Because the ICT unit supposed to be the central information dissemination of each secondary school personnel.

(ii) That each school with the support of government should organize, provide awareness programmes workshop, seminars, lecture, refresher for the staff of secondary schools in Kano state on ICT in order sensitize stakeholders on the need for an effective ICT in each schools.

(iii) Adequate qualified staff should be provided for proper teaching of ICT programme in each secondary school in Kano state.

(iv) For a proper meaningful development and functioning of ICT unit there should be a sufficient and adequate information, this will ensure smooth functioning of ICT toward the fulfillment of it set objective without any hindrance from any sector of secondary schools.

(v) There is need to ensure that, in each secondary schools the management officers are computer literate through a deliberate project. In addition to that, management and students should be exposed to the networking environment and learn about distributed processing. And again staff and students should be given the opportunity to up date their record of ICT through relevant training.

5.5 Suggestions for Further Studies

(i) This study should be repeated in other schools not covered by this study, other states of Nigeria in order to confirm or disapprove the findings in this study.

(ii) Further research should be carried out using other methods or instruments of research like structured observation, interview to confirm or disconfirm the findings of this study.

(iii) There could be regional, geopolitical or ethnic study of indiscipline acts in Nigeria or some other parts of the world to ascertain the opinion of youths, parents and teachers in those areas to confirm or disapprove the findings of the study.

(iv) It is recommended that this kind of study be carried out in institutions of higher learning in order to have a clear understanding of the effect of indiscipline acts at the higher institutions of learning in Nigeria.

(v) Nation wide study of this nature (effects of indiscipline acts on school administration) will help to minimize if not eradicated the problem from school system in Nigeria.

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APPENDIX A

QUESTIONNAIRE ON SECONDARY SCHOOL MANAGEMENT ON INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Department of Foundation and
Curriculum Administration and
Planning Section,
Ahmadu Bello University,
Zaria.

Dear Sir/Ma,

REQUEST TO FILL A RESEARCH QUESTIONNAIRE

I am an M.Ed. Student of the above mentioned university. 1 am carrying out a research study on "Evaluation of the Use of Information and Communication Technology (ICT) in Secondary School in Kano State".

To enable me to evaluate the present status of ICT in secondary schools of Kano state especially as it related to management and decision making. I am seeking information from the management and staff of secondary schools. It in this respect that I would be grateful if you could find time from your busy schedule to kindly complete the attached questionnaire.

The information you are providing will be treated in strict confidence. Thank you for your excellent cooperation.

Yours sincerely,

Rabiu Aliyu

APPENDIX B

QUESTIONNAIRE ON SECONDARY SCHOOL MANAGEMENT ON INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

A research is being conducted on "Evaluation of the Use of Information and Communication Technology (ICT) in Secondary School in Kano State".

The researcher will be very grateful if you could kindly answer the question which will be of use in the research: Every informant given will be treated as very confidential.

Section A:

Personal Data

Please tick (√) appropriately

1. Name of school: _____

2. Designation: (a) Principal ( ) (b) Vice-principal ( )
   (c) Senior Master ( ) (d) H.O.D ( ) (e) Bursar ( )
   (f) Teachers ( )

3. Respondent's working experience in school:
   (a) 1 – 5 years ( )
   (b) 6 – 10 years ( )
   (c) 16 – 20 years ( )
   (d) 21 – 25 years ( )
   (e) 26 years and above ( )

4. Are you computer literate?
   (a) Yes ( ) (b) No ( )

5. If no to question 4, give reasons why you are not computer literate -
   _____
   _____

6. How do you rate your knowledge of computer?
   (a) Very good ( ) (b) Good ( )
   (c) Not very good ( ) (d) Undecided ( )
   (e) Not at all ( )

7. Do you have a personal computer?
   (a) Yes ( ) (b) No ( )

8. Do you access the computer directly for information on staff, student and library records.
   (a) Yes ( ) (b) No ( )

Section B: Adequacy of Information and Communication Technology (ICT) in the Management of Finance

S/N	Items	SA	A	UD	D	SD
20	All financial transaction are done in our school by the help of the computer					
21	The funding of ICT is adequate					
22	Using of computer in secondary school is a capital project					
23	Using of ICT in secondary school is costly if compared to manual method.					
24	Using of computer brings about cost effectiveness of clerical work in your office.					
25	ICT helps my head teacher in managing resources to achieve the school objectives					
26	The head of my school give loan to staff					

Section C: The Use of Information and Communication Technology (ICT) in the Management of Staff

S/No	Items	SA	A	UD	D	SD
27	The school management are computer literate					
28	Government use computer literacy programme for secondary school management staff and teachers.					
29	Computer helps in the completeness of data					
30	It also helps staff and H.O.D in their ability to make quick decision.					
31	Computer helps the management, staff and H.O.D in day to day management of their school and department.					
32	Incapability of the ICT to extend to functional area of the secondary school.					
33	Negative habit of staff and lack of orientation policy administration.					
34	The staff of my school are attending ICT workshops and seminars.					

Section D: Evaluation of the use of Information and Communication Technology (ICT) in the Management of School Facilities

S/N	Items	SA	A	UD	D	SD
35	ICT exists in my school?					
36	The school has a spacious computer classroom where computer science teaching takes place					
37	Computers are used for student learning in our school.					
38	Student receipt of school fees and result are printed with our school by the help of computer.					
39	My head teacher uses ICT in the managerial function of arranging people and resources towards a goal.					
40	Lack of adequate or hasty development of ICT unit by the government.					
41	There is insufficient power supply in my school.					
42	Computer helps the management and H.O.D in day to day management of their school and department					

Section E: Evaluation of the Use of Information and Communication Technology (ICT) in the Management of Schools Information System

S/N	Items	SA	A	UD	D	SD
43	The management finds it easy to communicate with the help of ICT.					
44	My school has computer used for sending communication.					
45	Computers are used for browsing to get information and new method of teaching of different topic in each subject.					
46	Proper use of computer brings about quick way of getting information					
47	Computer helps in the storage of information					
48	Computer helps in easy retrieval of information on any subject					
49	Computer is very useful in getting information about wide variety of information.					
50	Getting information easily led to accuracy of students knowledge about any school subject.					
51	It reduces errors on information in your school.					

Section F: Examination of the Adequacy of Information of Communication Technology (ICT) in the Management of School Records

S/N	Items	SA	A	UD	D	SD
52	Students result are printed in my school					
53	Students result are stored in our school computer					
54	Students admission are managed in our school by the help of the computer.					
55	Every department in our school has a computer in which the record of the department are kept.					
56	All management and teachers keep their data about student, teachers and other important document in our school by the help of computers.					
57	Inadequate funding of ICT unit by the school affect record keeping.					
58	Inadequate qualified personnel in the ICT unit by the school management affect the record system.					
59	Students are taught the use of computer for record keeping in my school.					
60	Record keeping in my school by way of computer.					

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

S/NO.	SCHOOL NAME	OWNERSHIP	YEAR ESTAB	N/TEACH	N/N/TEACH	CLASSES	LAB	REF/LIB	TOILET	JSS1	JSS2	JSS3	SS1	SS2	SS3	TOTAL
	BICHI ZONE															
	BICHI LGA															
1	GASS K/BICHI	GOVT	1983	23	14	16	2		15	167	170	232	236	178	261	1244
2	GGASS D/ZABUWA	GOVT	1988	35	40	25	2		20	369	281	304	331	318	244	1847
3	GGDSS BICHI	GOVT	1993	18	9	9	1		17	232	131	143	157	123	101	887
4	GGJASS BICHI	GOVT	2005	8	4	3			6	170	138	137	0	0	0	445
5	GGJASS SAYE	GOVT	2006	3		6			4	34	46	49	0	0	0	129
6	GGJSS BADUME	GOVT	2008			2				85	28	11	0	0	0	124
7	GGJSS CHIRANCHI	GOVT	2007	2		6				120	117	80	0	0	0	317
8	GGJSS K/LAMBA	GOVT	2009	1	-	3			2	70	-	-				70
9	GJASS BICHI	GOVT	2009	1		3			2	100						100
10	GJASS M/GARU	GOVT	2008	1		2				60	80	60	0	0	0	200
11	GJSS AMINU G.	GOVT	2007	3		6				180	180	180	0	0	0	540
12	GJSS BADUME	GOVT	2007	7	2	5				89	76	86	0	0	0	251
13	GJSS D/DORAWA	GOVT	2008	1		2				29	30	26	0	0	0	85
14	GJSS D/KARYA	GOVT	2005	5		3				60	50	44	0	0	0	154
15	GJSS G/BATURE	GOVT	2007	1		3				32	27	22	0	0	0	81
16	GJSS HAGAWA	GOVT	2008	1		2				65	60	50	0	0	0	175
17	GJSS M/SARARI	GOVT	2008	1		2				48	40	34	0	0	0	122
18	GJSS MUNTSIRA	GOVT	2007	1		3				60	60	60	0	0	0	180
19	GJSS TINKI	GOVT	2008	1		2				33	31	41	0	0	0	105
20	GJSS WAIRE	GOVT	2007	1		3				30	35	62	0	0	0	127
21	GJSS YOLA	GOVT	2008	1		2				20	19	19	0	0	0	58
22	GSS BICHI	GOVT	1977	50	28	34	3	1	7	238	240	240	412	508	475	2113
23	GSS BUDE	GOVT	2004	11	4	10			10	240	150	240	160	120	0	910
24	GSS CHIROMAWA	GOVT	2006	4	1	4			4	110	96	80	67	47	0	400

25	GSS D/ZABUWA	GOVT	1992	9	4	6				157	136	104	128	60	54	639
26	GSS DAMARGU	GOVT	1993	8	2	3			4	42	30	40	45	0	0	157
27	GSS SAYE	GOVT	1983	13	5	10	1	1	6	110	108	155	138	106	105	722
				210	113	175	9	2	97	2950	2359	2499	1674	1460	1240	12182
	KUNCHI LGA															0
1	GGASS U/GYARTAI	GOVT	2005	5	2	3			4	60	45	25	25	0	0	155
2	GGJSS K/KUKA	GOVT	2008			1			2	22	30	0	0	0	0	52
3	GGJSS KUNCHI	GOVT	2007	1		2			2	20	31	26	0	0	0	77
4	GGJSS SHUWAKI	GOVT	2008	1		2				65	60	57	0	0	0	182
5	GJSS GWADAMA	GOVT	2008	1		2				45	60	40	0	0	0	145
6	GJSS GWARMAI	GOVT	2008	1		2				30	24	33	0	0	0	87
7	GJSS K/KUKA	GOVT	1993	2		3			3	38	45	47	0	0	0	130
8	GJSS M/FADA	GOVT	2008	1		2				30	33	0	0	0	0	63
9	GJSS U/GYARTAI	GOVT	2007	1		3				60	60	53	0	0	0	173
10	GSS KUNCHI	GOVT	1983	5	5	6	1		4	69	71	62	60	59	60	381
11	GSS SHUWAKI	GOVT	1983	12	5	11	1	1	6	120	135	97	100	85	83	620
12	GSS YANDADI	GOVT	1983	6	2	6	1	1	6	60	60	53	45	54	39	311
				36	14	43	3	2	27	619	654	493	230	198	182	2376
	RIMIN GADO LGA															
1	GGASS R/GADO	GOVT	2005	15	3	10			4	132	79	88	18	0	0	317
2	GGJASS Y/DANZIYAL	GOVT	2008	1		2				60	60	60	0	0	0	180
3	GGJSS DOKA DAWA	GOVT	2007	1		4	4			44	57	22	0	0	0	123
4	GJISS R/GADO	GOVT	2008	1	1		3			30	22	43	0	0	0	95
5	GJSS GULU	GOVT	1992	2	4	3			4	70	74	75	0	0	0	219
6	GJSS JUJI	GOVT	2008	2		3				44	46	29	0	0	0	119
7	GJSS MAIGARI	GOVT	2008	3		2				42	50	45	0	0	0	137
8	GJSS ZANGO	GOVT	2007	2		3				29	26	29	29	0	0	113
9	GSS R/GADO	GOVT	1983	18	4	15			6	180	180	183	218	272	216	1249
10	GSS Y/DANZIYAL	GOVT	1991	11	5	12	1		1	100	95	80	38	43	54	410
	TSANYAWA LGA			56	17	54	8		15	731	689	654	303	315	270	2962
1	GASS TSANYAWA	GOVT	2005	4	3	8				84	95	74	70	49	0	372
2	GGJASS DUMBULUN	GOVT	2007	1		5				120	120	120	0	0	0	360
3	GGJSS HARBAU	GOVT	2008	1		2				60	60	60	0	0	0	180

4	GGJSS YANCHIBI	GOVT	2008	1	1	2				34	45	60	0	0	0	139
5	GGJSS YARGWANDA	GOVT	2007	1		3				60	60	60	0	0	0	180
6	GGSS TSANYAWA	GOVT	1993	7	3	4		1	3	145	87	84	27	17	0	360
7	GJISS DUMBULUN	GOVT	2008	1		2			2	49	35	37	0	0	0	121
8	GJSS DADDARAWA	GOVT	1992	5	4	3				60	65	55	0	0	0	180
9	GJSS GURUN	GOVT	2007	1		3				60	60	66	0	0	0	186
10	GJSS KWANDAWA	GOVT	2007	1		3				80	60	80	0	0	0	220
11	GJSS YANGANAU	GOVT	2005	3	2	3				60	60	60	0	0	0	180
12	GJSS YANMAMMAN	GOVT	2008	2	1	2				39	43	45	0	0	0	127
13	GSS DUMBULUN	GOVT	1983	9	5	8			4	120	132	152	68	62	57	591
14	GSS HARBAU	GOVT	2002	6	3	7	1		4	60	65	130	55	32	33	375
15	GSS K/GIWA	GOVT	1983	12	6	6	9		5	120	62	74	124	78	81	539
16	GSS TSANYAWA	GOVT	1981	13	10	10			6	96	98	104	112	132	122	664
				252	100	265	32	5	108	3947	3833	3555	1522	1396	1197	15450

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

DALA ZONE

S/NO.	SCHOOL NAME	YEAR ESTAB	NOOFTEAC	NOOFNONTEAC	NOOFCLASSES	JSS1	JSS2	JSS3	SS1	SS2	SS3	TOTAL
	DALA LGA											
1	GGASS GWAMMAJA	1994	22	9	12	240	197	234	297	207	176	1351
2	GGC DALA	1960	53	68	46	306	357	302	440	501	476	2382
3	GGJSS ADAKAWA	2005	2	1	6	120	100	120	0	0	0	340
4	GGJSS ANWARU	2005	5		6	120	135	120	0	0	0	375
5	GGJSS BADA'U DALA HILL	2005	2		6	60	51	30	0	0	0	141
6	GGJSS FILIN DURUMI	2006	8	1	6	137	190	242	0	0	0	569
7	GGJSS G/DUTSE	2005	3	1	8	137	126	242	0	0	0	505
8	GGJSS MARIYA SUNUSI	2006	4		3	120	120	160	0	0	0	400
9	GGJSS NEW DALA	2008	2		4	65	155	90	0	0	0	310
10	GGJSS YALWA MODEL	2005	4		6	120	120	170	0	0	0	410
11	GGJSS YAMMATA	2004	5	4	10	300	490	575	0	0	0	1365
12	GGSS BULUKIYA	2003	30	7	29	250	267	393	558	397	266	2131
13	GGSS DANDINSHE	2003	12	5	10	150	146	163	200	160	61	880
14	GGSS GWAMMAJA	2005	4	1	6	120	110	179	263	101	0	773
15	GGSS KOFAR MAZUGAL	1993	27	11	18	250	220	229	350	302	202	1553
16	GSS DALA	1977	53	13	47	600	600	740	961	740	749	4390
17	GSS GWAMMAJA	1977	41	13	22	375	560	540	658	604	453	3190
18	GSS KURNAR ASABE	2002	25	3	24	240	368	386	374	338	290	1996
19	JSS BULUKIYA	2005	3	1	8	121	212	222	0	0	0	555
20	JSS GWAMMAJA	2005	6		4	133	126	73	0	0	0	332
21	JSS KOFAR DAWANU	2007	4	1	9	180	195	82	0	0	0	457
22	JSS KOFAR RUWA	2005	3		6	75	125	185	0	0	0	385
23	JSS MUHD MAIGINI	2005	2		6	120	120	100	0	0	0	340
24	JSS PROF. IBRAHIM YARO YAHAYA	2005	4		8	120	295	160	0	0	0	575
25	SAS YALWA	2004	9	2	13	180	210	210	180	0	0	780
	GWALE LGA		333									
26	CEC GIDAN GALADIMA	1981	29	10	16	330	410	520	505	685	610	3060
27	GAC GWALE	1965	47	14	35	292	445	380	390	530	630	2567
28	GGAC G/ DUTSE	1977	66	42	45	540	493	605	668	639	628	3573

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

29	GGASS BUHARI S/SARA	2003	11	3	12	141	108	159	162	101	42	713
30	GGC KANO	1947	58	61	45	615	590	585	459	399	384	3032
31	GGJASS UMARU ALA J/DISO	2008	2	2	6	130	97	50	0	0	0	277
32	GGJSS JAN BULO	2007	5	1	3	124	122	138	0	0	0	384
33	GGJSS TURAKI HASHIM	2005	7		6	138	127	199	0	0	0	464
34	GGJSS UNGUWAR DABAI	2006	2		8	98	81	83	0	0	0	262
35	GGSS AISAMI	2004	14	9	8	180	129	144	241	235	88	1017
36	GGSS DORAYI BABBA	2005	12	1	10	157	132	179	177	92	0	737
37	GGSS DUKAWAYYA	2005	25	7	6	150	120	252	270	160	62	1014
38	GGSS GWALE	2004	20	11	10	270	160	400	400	400	165	1795
39	GGSS JA'EN	2005	11	5	6	240	185	199	138	68	0	830
40	GGSS KOFAR NAISA	2002	27	8	18	249	182	146	238	185	213	1213
41	GGSS SANI MAINAGGE	1989	54	17	37	338	397	410	430	312	298	2185
42	GSS DORAYI BABBA	2002	31	3	9	180	261	366	292	229	189	1517
43	GSS G/ DUTSE	1982	62	14	18	300	443	664	790	895	798	3890
44	GSS GWALE	1968	63	18	21	196	574	569	601	578	769	3287
45	GSS WARURE	1976	57	18	21	420	420	420	666	666	465	3057
46	JSS ABDU NALITI K/WAIKA	2005	2		3	120	148	147	0	0	0	415
47	JSS AISAMI	2008	1		6	120	100	90	0	0	0	310
48	JSS DORAYI KARAMA	2003	11	2	13	180	135	188	0	0	0	503
49	JSS KABUGA	2007	8		5	108	90	47	0	0	0	245
50	JSS MUHAMMAD MAI G/KAYA	2007	12		6	98	111	105	0	0	0	314
51	UMMA ZARIA GGSS KOKI	1993	31	10	17	120	176	239	239	224	150	1148

668

Total Number of Teachers in Dalazone 1001

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

DANBATTA ZONE

	D/TOFA LGA																**0**
1	GASS D/TOFA	GOVT	1983	18	3	17	1	1	18	113	126	132	85	75	55	644
2	GGASS D/TOFA	GOVT	1983	17	4	8	1		8	180	174	132	85	46	39	694
3	GGJASS KUNNAWA	GOVT	2008	5	1	6			1	80	68	72	0	0	0	233
4	GGJASS MADACHI	GOVT	2008	5		2			1	36	30	0	0	0	0	74
5	GGJASS TUMFAFI	GOVT	2005	16	4	5			10	120	81	90	0	0	0	326
6	GGJSS DAWANAU	GOVT	2006	12	1	5			1	70	74	71	65	20	0	319
7	GGSS KWA	GOVT	1983	38	53	24	4	1	70	224	182	248	243	216	181	1484
8	GSS D/TOFA	GOVT	1980	26	30	26	2	1	16	233	226	286	306	480	406	2038
9	GSS DAN DALAMA	GOVT	2001	28	6	14	1		8	200	205	156	89	95	87	889
10	GSS DAWANAU	GOVT	1983	32	8	21	1		4	240	240	323	200	163	156	1388
11	GSS JALLI	GOVT	1992	8	7	7			4	43	50	79	39	37	33	307
12	GSS KWA	GOVT	1977	15	4	7	1	1	10	76	63	132	110	78	75	572
13	JASS DUNGWARAWA	GOVT	2008	3		3			2	35	49	38	0	0	0	130
14	JSS CHEDI INGAWA	GOVT	2008	5		6			1	100	103	90	0	0	0	305
15	JSS DAN ITACE	GOVT	2008	4		3			1	24	43	23	0	0	0	98
16	JSS GANDUJE	GOVT	1996	7	5	3			5	32	27	50	0	0	0	130
17	JSS M/D/TOFA	GOVT	2005	7	3	3		1	1	49	67	40	0	0	0	171
18	JSS TATTARAWA	GOVT	2005	10		5			3	70	59	90	0	0	0	237
	DANBATTA LGA			**256**	**129**	**165**	**11**	**5**	**165**	**1925**	**1867**	**2052**	**1222**	**1210**	**1032**	**10039**
1	GASS FAGWALAWA	GOVT	1982	13	4	12	1	1	7	159	111	100	122	115	80	725
2	GDJSS DANBATTA	GOVT	2005	13	2	10			9	220	128	265	0	0	0	647
3	GGASS DANBATTA	GOVT	1982	28	45	35	2	1	22	360	360	448	511	413	453	2583
4	GGJASS FAGWALAWA	GOVT	2008	3		3			1	35	56	47	0	0	0	145
5	GGJASS KORE	GOVT	2008	3		3			1	36	37	41	0	0	0	121
6	GGJISS AJUMAWAA	GOVT	2008	2		3			1	43	37	34	0	0	0	120

									4	180	75						271
7	GGJISS DANBATTA	GOVT	2008	4	5	3			2	240	300	450	295	150	106	1594
8	GGSS DANBATTA	GOVT	1993	13	13	25			67	271	180	262	602	679	739	2909
9	GSS DANBATTA	GOVT	1968	35	39	30	4	1		32	30	30	26	18	19	173
10	GSS GWANDA	GOVT	2005	9	2	7			6	120	100	99	88	60	35	531
11	GSS KORE	GOVT	1982	9	2	10	1	1	2	22	20	30	65	51	53	266
12	GSS ZAGO	GOVT	1993	7	6	9	1		1	76	56	78	76	80	0	375
13	JSS AJUMAWAA	GOVT	2006	3		5			1	220	222	99	0	0	0	564
14	JSS BATTA	GOVT	2008	6		10	6		1	21	27	16	0	0	0	69
15	JSS GORON MAJE	GOVT	2002	1		3			1	40	20	20	0	0	0	88
16	JSS MAHUTA	GOVT	2005	2	2	3			1	78	79	85	0	0	0	253
17	JSS SAIDAWA	GOVT	2005	5	2	3			1	40	45	60	0	0	0	151
18	JSS SANSAN	GOVT	2006	2		3			4	120	120	175	91	95	70	697
19	SIS DANBATTA	GOVT	2005	8	4	10			132	2313	2003	2339	1876	1666	1555	12382
	MAKODA LGA			166	126	187	15	4	10	40	51	55	50	56	0	278
1	GASS KANTUDDU	GOVT	1983	7	3	6			2	53	43	33	0	0	0	136
2	GGJASS KOGUNA	GOVT	2008	2		3			2	19	32	12	0	0	0	71
3	GGJIS CHIDARI	GOVT	2008	3		3			6	54	32	32	32	0	0	164
4	GGSS MAITSIDAU	GOVT	2007	4		4			3	58	59	37	37	30	11	248
5	GGSS MAKODA	GOVT	2005	6	1	6			6	91	66	58	51	36	0	332
6	GGSS WAILARE	GOVT	2004	12	5	7			19	40	53	29	64	31	46	307
7	GSS KOGUNA	GOVT	2001	11	2	10	1	1	7	237	150	142	135	138	84	918
8	GSS MAISIDAU	GOVT	2002	9	3	13			4	107	97	134	158	109	102	733
9	GSS MAKODA	GOVT	2002	10	4	6	1	1	6	35	38	18	0	0	0	106
10	JSS BAREBARI	GOVT	2005	5	1	3			2	28	35	17	0	0	0	87
11	JSS SABARU	GOVT	2005	2		3			67	762	656	567	527	400	243	3380
	TOFA LGA			71	19	64	2	2	8	240	204	171	239	173	151	1247
1	ADSS JANGUZA	GOVT	1985	35	2	19	4	1	1	60	30	33	0	0	0	128
2	GGJASS DOKA	GOVT	2008	1		3			2	60	30	35	0	0	0	137
3	GGJASS LAMBU	GOVT	2008	6	1	3			4	115	59	124	44	24	15	405
4	GGSS TOFA	GOVT	2003	10	2	8			9	64	47	68	40	38	49	341
5	GSS LAMBU	GOVT	1992	15	5	6			6	169	171	52	135	114	80	761
6	GSS TOFA	GOVT	1983	17	1	14	2		1	70	53	23	0	0	0	153
7	I.T.Q. MAI ALAWA	GOVT	2008	3		3										

8	JIS DANSUDU	GOVT	2007	2		6			3	19	21	16	0	0	0	67
9	JIS JOBE	GOVT	2005	6	2	3			2	41	52	69	0	0	0	175
10	JISS LAMBU	GOVT	2007	6		4			4	60	56	50	39	0	0	219
11	JSS DOKA	GOVT	2005	4	1	6			3	70	87	60	80	70	0	381
12	JSS U/RIMI	GOVT	2005	4	1	3			2	50	55	28	0	0	0	143
13	JSS YANOKO	GOVT	2008	1		3			1	30	27	49	0	0	0	111
14	SIS TOFA	GOVT	2005	7		6			4	30	48	60	56	51	64	326
				117	15	87	6	1	50	1078	940	838	633	470	359	4594

Total of teachers in Dambatta Zone 6/10

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

	DAWAKIN KUDU ZONE																0
	D/KUDU LGA																
1	GASS D/KUDU	GOVT	1983	25	8	18	2	1	14	270	239	165	174	208	176	1300
2	GGJASS GANO	GOVT	2006	9	0	4	0	0	0	95	52	31	0	0	0	191
3	GGJASS TAMBURAWA	GOVT	2006	7	1	6	0	0	3	110	90	49	0	0	0	266
4	GGJASS YANKATSARE	GOVT	2007	9	0	3	2	0	2	60	63	61	0	0	0	200
5	GGJISS JIDO	GOVT	2007	9	0	3	0	0	0	110	90	64	0	0	0	276
6	GGJSS D/KUDU	GOVT	2007	10	2	6	0	0	9	142	152	137	0	0	0	458
7	GGJSS KODE	GOVT	2007	5	0	3	0	0	2	46	43	45	0	0	0	144
8	GGSS YARGAYA	GOVT	1992	46	53	24	2	1	6	240	193	267	392	379	270	1873
9	GJASS JIDO	GOVT	2006	3	0	4	0	0		54	51	35	0	0	0	147
10	GJSS D/KUDU	GOVT	2006	6	2	7	0		0	221	141	177	0	0	0	554
11	GJSS D/KWARI	GOVT	2007	2	0	3	0	0	0	72	68	68	0	0	0	213
12	GJSS DANBAGINA	GOVT	2006	4	0	3	0	0	0	58	54	50	0	0	0	169
13	GJSS DOSAN	GOVT	2008	1	0	3	2	0	2	40	49	30	0	0	0	127
14	GSS DAWAKIJI	GOVT	1991	26	5	9	1	0	16	172	146	112	133	56	28	704
15	GSS GANO	GOVT	1992	17	3	11	1	0	2	144	120	170	147	153	85	853
16	GSS TAMBURAWA	GOVT	1992	24	4	9	0	0	4	207	186	198	194	148	91	1065
17	GSS TSAKUWA	GOVT	1982	17	8	11	3	1	12	120	100	110	103	91	67	643
18	GSS YANAKATSARE	GOVT	1992	15	1	11	0	0	2	120	91	120	140	125	65	690
19	GSS YARGAYA	GOVT	2002	21	6	12	1	0	4	196	196	210	120	120	100	986
20	SHEIK UMAR COLLAGE	VOLUN	2007	3		3			1	100	86	63	0	0	0	256
	KUMBOTSO LGA			259	93	153	14	3	79	2577	2210	2162	1403	1280	882	11115
1	ASSAYADA ZAINAB T/MALIKI	VOLUN	2002	5	0	11	2	0	2	97	45	49	20	0	0	231
2	GGASS PANSHEKARA	GOVT	2005	29	6	14	1	1	6	200	200	300	150	120	70	1097
3	GGASS SHEKA	GOVT	2005	12	56	4	0	0	11	250	156	289	67	111	145	1101
4	GGJASS KUMBOTSO	GOVT	2005	7	2	0	0	0	6	120	120	70	40	0	0	365

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

GWARZO ZONE

	BAGWAI LGA																**0**
1	GGISS BAGWAI	GOVT	1996	2	1	6		4		120	129	99	0	0	0	361
2	GGJASS GOGORI	GOVT	2009	1		3			2	98						104
3	GGJISS KIYAWA	GOVT	2008	1		2				60	60	60	0	0	0	183
4	GGJSS ROMO	GOVT	2008			1		3		20	22	25	0	0	0	71
5	GGJSS DANGADA	GOVT	2007	1		2				22	40	36	0	0	0	101
6	GGJSS GADANYA	GOVT	2008	1		2				40	45	47	0	0	0	135
7	GJSS BADODO	GOVT	2008	1		2				22	35	37	0	0	0	97
8	GJSS GOGORI	GOVT	1992	3	3	3				114	76	45	0	0	0	244
9	GJSS R/DAKO	GOVT	2005	2		3				60	45	48	0	0	0	158
10	GJSS ROMO	GOVT	1994	2	3	3			3	55	54	50	0	0	0	170
11	GJSS W/BAGGA	GOVT	2008	1		2				20	35	25	0	0	0	83
12	GSS BAGWAI	GOVT	1982	13	9	16	1	1	6	177	176	144	150	83	73	849
13	GSS DANGADA	GOVT	1993	7	3	5				70	67	70	52	50	58	382
14	GSS GADANYA	GOVT	1983	5	3	5	1		12	99	110	86	60	70	108	559
15	GSS KIYAWA	GOVT	1994	9	2	6		1	4	70	93	70	67	53	45	420
	GWARZO LGA			49	24	61	2	9	27	1047	987	842	329	256	284	3917
1	AMINA GIRLS ARABIC	GOVT	2001	7	1	10			2	183	253	249	66	0	0	771
2	GGASS GWARZO	GOVT	2004	8	1	8			1	156	164	160	109	20	20	647
3	GGJIS RUGOJI	GOVT	2009	3		3			1	38	88					133
4	GGJSS KUTAMA	GOVT	2006	2		3				60	49	36		0	0	150
5	GGJSS RIJI TSAUNI	GOVT	2007	1		3			1	164	104	52	0	0	0	325
6	GGSS GWARZO	GOVT	1993	16	3	12	2		12	130	136	146	93	101	78	729
7	GJIS K/YAMMA GETSO	GOVT	2009	3		6			1	91						101
8	GJIS RIJI GAN GARE	GOVT	2008	3		3			1	57	63	66	64	0	0	257
9	GJSS DAKWARA	GOVT	2002	4	1	6			1	170	122	125	0	0	0	429
10	GJSS DANNA FADA	GOVT	2006	3		3			1	45	60	83	0	0	0	195

	GAYA LGA			**119**	**55**	**98**	**8**	**5**	**102**	**1127**	**1057**	**1082**	**912**	**667**	**592**	**5824**
1	GASS GAYA	GOVT	1981	35	15	26	3	1	15	320	174	283	312	138	171	1493
2	GGJASS KADEMI	GOVT	2007	4	1	6	1	1	2	91	67	84	39	0	0	296
3	GGSS GAYA	GOVT	1993	16	7	9	2	1	12	240	211	187	180	58	48	971
4	GJIS KADEMI	GOVT	2009	1		1				57						59
5	GJSS BALAN	GOVT	2007	1	3	3				20	30		0	0	0	57
6	GJSS GAMOJI	GOVT	2007	2		3			1	30	20	25	0	0	0	81
7	GJSS GAYA YAMMA	GOVT	2007	3	1	6				216	176	236	0	0	0	638
8	GJSS KAZURAWA	GOVT	2007	2	3	3				38	48	48	0	0	0	142
9	GJSS R/TOZO	GOVT	2008	3	1	2			4	205	88	56	0	0	0	359
10	GSS GAYA GANDU	GOVT	1993	13	7	6		1	3	100	96	63	100	48	54	491
11	GSS KADEMI	GOVT	1982	18	7	10	2	1	4	155	207	186	167	135	96	988
12	GSS MAIMAKAWA	GOVT	2002	9	2	6	1		8	60	60	50	60	66	50	372
13	GSS SHAGOGO	GOVT	2002	19	3	6			1	80	80	85	80	60	42	456
	TAKAI LGA			**126**	**50**	**87**	**9**	**5**	**50**	**1612**	**1257**	**1303**	**938**	**505**	**461**	**6403**
1	GGASS KACHAKO	GOVT	2005	6	0	8			6	78	98	47	39	50	0	332
2	GGJSS DURBUNDE	GOVT	2008	3		5			4	56	68	78	0	0	0	214
3	GGJSS F/RUWA	GOVT	2008	2						60	70	75	0	0	0	207
4	GGJSS HUGUMA	GOVT	2008	3						35	35	26	0	0	0	99
5	GGSS TAKAI	GOVT	2005	11		7	1		4	100	140	120	106	70	0	559
6	GGUC KACHAKO	GOVT	1984	26	34	20	4	1	36	180	180	180	249	240	180	1330
7	GJISS TAKAI	GOVT	2006	3		6			4	33	48	41	28	0	0	163
8	GJSS KARFI	GOVT	2006	7	1	6			3	42	41	50	0	0	0	150
9	GJSS ZUGA	GOVT	2006	6		4			1	51	45	38	0	0	0	145
10	GSISS KACHAKO	GOVT	1996	6	2	6		1	1	32	34	32	27	37	37	215
11	GSS DURBUNDE	GOVT	2004	9	1	7			10	90	87	81	86	40	35	446
12	GSS FAJEWA	GOVT	2004	6	1	9			10	80	73	59	47	59	30	374
13	GSS FALALI	GOVT	2005	4		4				30	36	23	40	0	0	137
14	GSS FARURUWA	GOVT	2000	8	1	12			6	110	100	125	119	85	45	611
15	GSS HUGUMA	GOVT	2004	7		7		1	4	62	61	65	44	35	0	286
16	GSS KACHAKO	GOVT	1983	15	5	10	3	1	5	171	90	129	183	57	60	739
17	GSS TAKAI	GOVT	1982	18	1	13	2		26	155	240	260	240	148	135	1238
				140	**46**	**124**	**10**	**4**	**120**	**1365**	**1446**	**1429**	**1208**	**831**	**522**	**7245**

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

	GAYA ZONE																0
	AJINGI LGA																
1	GGJASS CHULA	GOVT	2007	4	1	5			2	45	31	24	0	0	0	112	
2	GGJSS AJINGI	GOVT	2005	7		6	1	1	3	95	56	35	26	21	0	251	
3	GGJSS TORANKE	GOVT	2008	4		3			2	48	36	45	0	0	0	138	
4	GJASS AJINGI	GOVT	2008	3		2				16	25	50	0	0	0	96	
5	GJSS BALARE	GOVT	1983	6	3	6			2	50	45	50	46	0	0	208	
6	GJSS DUNDUN	GOVT	2009	4		1				37						42	
7	GJSS K/MAKAMA	GOVT	2009	1		1				50						52	
8	GSS AJINGI	GOVT	1981	32	38	22	3		20	208	246	268	295	339	292	1763	
9	GSS CHULA	GOVT	2004	5	1	4			3	35	55	60	47	50	53	313	
10	GSS GURDUBA	GOVT	2000	11	7	6	1		8	90	87	81	86	40	35	452	
11	GSS TORANKE	GOVT	1993	12	4	6	1	1	6	105	103	104	97	41	33	513	
	ALBASU LGA			89	54	62	6	2	46	779	684	717	597	491	413	3940	
1	GASS TSANGAYA	GOVT	1983	15	4	12	1		16	91	92	103	92	80	59	565	
2	GGASS ALBASU	GOVT	1983	35	34	24	3	1	10	297	259	188	350	221	232	1654	
3	GGJASS SAYA-SAYA	GOVT	2007	1	6	3			2	30	20	25	0	0	0	87	
4	GGJISS FARAGAI	GOVT	2007	1		4			2	60	60	40	0	0	0	167	
5	GGJISS TSANGAYA	GOVT	2006	11	1	3			2	47	41	53	0	0	0	158	
6	GGJSS PANDA	GOVT	2008	2	0	2			2	50	37	65	0	0	0	158	
7	GJSS BATAIYA	GOVT	2007	2	0	3			1	50	50	45	0	0	0	151	
8	GJSS HUNGU	GOVT	2007	4		6			2	48	51	53	40	0	0	204	
9	GJSS SAYA-SAYA	GOVT	2003	6	2	3			2	40	40	50	0	0	0	143	
10	GSS ALBASU	GOVT	1990	8	0	6	0	1	10	60	80	110	100	60	46	481	
11	GSS DAHO	GOVT	2003	6		6	2	1	35	60	49	45	37	38	38	317	
12	GSS FARAGAI	GOVT	1983	19	4	12	1	1	12	164	152	178	168	153	142	1006	
13	GSS PANDA	GOVT	1992	9	4	14	1	1	6	130	126	127	125	115	75	733	

7	GSS GOGEL	GOVT	1992	11	1	6	0	0	2	70	78	110	124	88	48	538
8	GSS TANAGAR	GOVT	1992	9	3	6	0		3	56	63	105	36	84	74	439
9	GSS WARAWA	GOVT	1992	17		9	1	0	4	120	105	94	108	84	105	647
				65	4	39	1	0	11	542	531	525	268	256	227	2469

Total of number of Teachers in Dawakin Kudu

768

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

	GAYA ZONE																
	AJINGI LGA																0
1	GGJASS CHULA	GOVT	2007	4	1	5			2	45	31	24	0	0	0	112
2	GGJSS AJINGI	GOVT	2005	7		6	1	1	3	95	56	35	26	21	0	251
3	GGJSS TORANKE	GOVT	2008	4		3			2	48	36	45	0	0	0	138
4	GJASS AJINGI	GOVT	2008	3		2				16	25	50	0	0	0	96
5	GJSS BALARE	GOVT	1983	6	3	6			2	50	45	50	46	0	0	208
6	GJSS DUNDUN	GOVT	2009	4		1				37						42
7	GJSS K/MAKAMA	GOVT	2009	1		1				50						52
8	GSS AJINGI	GOVT	1981	32	38	22	3		20	208	246	268	295	339	292	1763
9	GSS CHULA	GOVT	2004	5	1	4			3	35	55	60	47	50	53	313
10	GSS GURDUBA	GOVT	2000	11	7	6	1		8	90	87	81	86	40	35	452
11	GSS TORANKE	GOVT	1993	12	4	6	1	1	6	105	103	104	97	41	33	513
	ALBASU LGA			89	54	62	6	2	46	779	684	717	597	491	413	3940
1	GASS TSANGAYA	GOVT	1983	15	4	12	1		16	91	92	103	92	80	59	565
2	GGASS ALBASU	GOVT	1983	35	34	24	3	1	10	297	259	188	350	221	232	1654
3	GGJASS SAYA-SAYA	GOVT	2007	1	6	3			2	30	20	25	0	0	0	87
4	GGJISS FARAGAI	GOVT	2007	1		4			2	60	60	40	0	0	0	167
5	GGJISS TSANGAYA	GOVT	2006	11	1	3			2	47	41	53	0	0	0	158
6	GGJSS PANDA	GOVT	2008	2	0	2			2	50	37	65	0	0	0	158
7	GJSS BATAIYA	GOVT	2007	2	0	3			1	50	50	45	0	0	0	151
8	GJSS HUNGU	GOVT	2007	4		6			2	48	51	53	40	0	0	204
9	GJSS SAYA-SAYA	GOVT	2003	6	2	3			2	40	40	50	0	0	0	143
10	GSS ALBASU	GOVT	1990	8	0	6	0	1	10	60	80	110	100	60	46	481
11	GSS DAHO	GOVT	2003	6		6	2	1	35	60	49	45	37	38	38	317
12	GSS FARAGAI	GOVT	1983	19	4	12	1	1	12	164	152	178	168	153	142	1006
13	GSS PANDA	GOVT	1992	9	4	14	1	1	6	130	126	127	125	115	75	733

	GAYA LGA			**119**	**55**	**98**	**8**	**5**	**102**	**1127**	**1057**	**1082**	**912**	**667**	**592**	**5824**
1	GASS GAYA	GOVT	1981	35	15	26	3	1	15	320	174	283	312	138	171	1493
2	GGJASS KADEMI	GOVT	2007	4	1	6	1	1	2	91	67	84	39	0	0	296
3	GGSS GAYA	GOVT	1993	16	7	9	2	1	12	240	211	187	180	58	48	971
4	GJIS KADEMI	GOVT	2009	1		1				57						59
5	GJSS BALAN	GOVT	2007	1	3	3				20	30		0	0	0	57
6	GJSS GAMOJI	GOVT	2007	2		3			1	30	20	25	0	0	0	81
7	GJSS GAYA YAMMA	GOVT	2007	3	1	6				216	176	236	0	0	0	638
8	GJSS KAZURAWA	GOVT	2007	2	3	3				38	48	48	0	0	0	142
9	GJSS R/TOZO	GOVT	2008	3	1	2			4	205	88	56	0	0	0	359
10	GSS GAYA GANDU	GOVT	1993	13	7	6		1	3	100	96	63	100	48	54	491
11	GSS KADEMI	GOVT	1982	18	7	10	2	1	4	155	207	186	167	135	96	988
12	GSS MAIMAKAWA	GOVT	2002	9	2	6	1		8	60	60	50	60	66	50	372
13	GSS SHAGOGO	GOVT	2002	19	3	6			1	80	80	85	80	60	42	456
	TAKAI LGA			**126**	**50**	**87**	**9**	**5**	**50**	**1612**	**1257**	**1303**	**938**	**505**	**461**	**6403**
1	GGASS KACHAKO	GOVT	2005	6	0	8			6	78	98	47	39	50	0	332
2	GGJSS DURBUNDE	GOVT	2008	3		5			4	56	68	78	0	0	0	214
3	GGJSS F/RUWA	GOVT	2008	2						60	70	75	0	0	0	207
4	GGJSS HUGUMA	GOVT	2008	3						35	35	26	0	0	0	99
5	GGSS TAKAI	GOVT	2005	11		7	1		4	100	140	120	106	70	0	559
6	GGUC KACHAKO	GOVT	1984	26	34	20	4	1	36	180	180	180	249	240	180	1330
7	GJISS TAKAI	GOVT	2006	3		6			4	33	48	41	28	0	0	163
8	GJSS KARFI	GOVT	2006	7	1	6			3	42	41	50	0	0	0	150
9	GJSS ZUGA	GOVT	2006	6		4			1	51	45	38	0	0	0	145
10	GSISS KACHAKO	GOVT	1996	6	2	6		1	1	32	34	32	27	37	37	215
11	GSS DURBUNDE	GOVT	2004	9	1	7			10	90	87	81	86	40	35	446
12	GSS FAJEWA	GOVT	2004	6	1	9			10	80	73	59	47	59	30	374
13	GSS FALALI	GOVT	2005	4		4				30	36	23	40	0	0	137
14	GSS FARURUWA	GOVT	2000	8	1	12			6	110	100	125	119	85	45	611
15	GSS HUGUMA	GOVT	2004	7		7		1	4	62	61	65	44	35	0	286
16	GSS KACHAKO	GOVT	1983	15	5	10	3	1	5	171	90	129	183	67	60	739
17	GSS TAKAI	GOVT	1982	18	1	13	2		26	155	240	260	240	148	135	1238
				140	**46**	**124**	**10**	**4**	**120**	**1365**	**1446**	**1429**	**1208**	**831**	**522**	**7245**

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

GWARZO ZONE

	BAGWAI LGA																**0**
1	GGISS BAGWAI	GOVT	1996	2	1	6		4		120	129	99	0	0	0	361
2	GGJASS GOGORI	GOVT	2009	1		3			2	98						104
3	GGJISS KIYAWA	GOVT	2008	1		2				60	60	60	0	0	0	183
4	GGJSS ROMO	GOVT	2008			1		3		20	22	25	0	0	0	71
5	GGJSS DANGADA	GOVT	2007	1		2				22	40	36	0	0	0	101
6	GGJSS GADANYA	GOVT	2008	1		2				40	45	47	0	0	0	135
7	GJSS BADODO	GOVT	2008	1		2				22	35	37	0	0	0	97
8	GJSS GOGORI	GOVT	1992	3	3	3				114	76	45	0	0	0	244
9	GJSS R/DAKO	GOVT	2005	2		3				60	45	48	0	0	0	158
10	GJSS ROMO	GOVT	1994	2	3	3			3	55	54	50	0	0	0	170
11	GJSS W/BAGGA	GOVT	2008	1		2				20	35	25	0	0	0	83
12	GSS BAGWAI	GOVT	1982	13	9	16	1	1	6	177	176	144	150	33	73	849
13	GSS DANGADA	GOVT	1993	7	3	5				70	67	70	52	50	58	382
14	GSS GADANYA	GOVT	1983	5	3	5	1		12	99	110	86	60	70	108	559
15	GSS KIYAWA	GOVT	1994	9	2	6		1	4	70	93	70	67	53	45	420
	GWARZO LGA			49	24	61	2	9	27	1047	987	842	329	256	284	3917
1	AMINA GIRLS ARABIC	GOVT	2001	7	1	10			2	183	253	249	66	0	0	771
2	GGASS GWARZO	GOVT	2004	8	1	8			1	156	164	160	109	20	20	647
3	GGJIS RUGOJI	GOVT	2009	3		3			1	38	88					133
4	GGJSS KUTAMA	GOVT	2006	2		3				60	49	36		0	0	150
5	GGJSS RIJI TSAUNI	GOVT	2007	1		3			1	164	104	52	0	0	0	325
6	GGSS GWARZO	GOVT	1993	16	3	12	2		12	130	136	146	93	101	78	729
7	GJIS K/YAMMA GETSO	GOVT	2009	3		6			1	91						101
8	GJIS RIJI GAN GARE	GOVT	2008	3		3			1	57	63	66	64	0	0	257
9	GJSS DAKWARA	GOVT	2002	4	1	6			1	170	122	125	0	0	0	429
10	GJSS DANNA FADA	GOVT	2006	3		3			1	45	60	83	0	0	0	195

11	GJSS DANYA	GOVT	2006	2		3				60	120	60	0	0	0	245
12	GJSS KARA	GOVT	2004	4		3			1	76	89	56	0	0	0	229
13	GJSS LAKWAYA	GOVT	2001	3		6			1	60	111	111	0	0	0	292
14	GJSS MADADI	GOVT	2004	5		3				52	54	72	0	0	0	186
15	GJSS MAINIKA	GOVT	2008	2		4				104	100	96	0	0	0	306
16	GJSS S/BIRNI	GOVT	2003	5	1	6			3	60	60	55	0	0	0	190
17	GJSS YAGWAMAWA	GOVT	2008	4		5				101	172	120	0	0	0	402
18	GSS GETSO	GOVT	1983	12	1	12	2	1	1	60	67	76	211	157	133	733
19	GSS GWARZO	GOVT	1970	27	31	28	3	1	18	244	242	240	484	517	560	2395
20	GSS KARKARI	GOVT	1981	17	2	11			2	70	66	80	255	200	139	842
21	GSS KUTAMA	GOVT	1983	9	3	8			2	120	120	120	91	73	0	546
22	GSS RIJI	GOVT	2004	17	3	12	1		3	110	110	171	227	205	198	1057
23	QURANIC SCIENCE COL SALIHAWA	GOVT	2009	3		4			2	36	27					72
24	SIS GETSO	VOLUN	1994	9	2	9			3	90	158	161	127		76	635
25	SIS GWARZO	GOVT	1994	10	6	8			3	120	175	191	130	80	71	794
	KABO LGA			179	55	179	8	2	60	2457	2710	2526	1857	1353	1275	12661
1	GGJSS GARO	GOVT	2005	2		3			1	117	120	78	0	0	0	321
2	GGJSS KABO	GOVT	2008	1		4			1	120	87	65	0	0	0	278
3	GGSS KABO	GOVT	1976	31	40	31	4	1	12	240	240	240	500	527	368	2234
4	GJSS BALAN	GOVT	2008	2		2				60	72	81	0	0	0	217
5	GJSS DUGABAU	GOVT	2004	5		3			1	60	60	63	0	0	0	192
6	GJSS DURUN	GOVT	2004	6		4			2	67	83	45	0	0	0	207
7	GJSS GODIYA	GOVT	1993	6	1	3			1	107	66	80	0	0	0	264
8	GJSS GUDE	GOVT	2005	3	3	3			1	70	70	70	0	0	0	220
9	GJSS MASANAWA	GOVT	1991	4	2	3				50	30	45	0	0	0	134
10	GSS GARO	GOVT	1983	15	3	15	1		3	221	184	218	157	169	132	1118
11	GSS KABO	GOVT	1983	11	3	12	2		3	180	120	162	170	121	114	898
12	SIS KABO	GOVT	2000	7		6			3	62	60	54	32	20	19	263
	SHANONO LGA			93	52	89	7	1	28	1354	1192	1201	859	837	633	6346
1	GGJASS F/RUWA	GOVT	2008	1		2				40	30	40	0	0	0	113
2	GGJASS TSAURE	GOVT	2008	1		2				20	39	38	0	0	0	100
3	GGJSS SHANONO	GOVT	2007	4	3	4			3	120	100	82	0	0	0	316
4	GJASS SHANONO	GOVT	2008	2		3			1	50	26	35	0	0	0	117

5	GJSS D/BAKOSHI	GOVT	2003	3		5			1	63	103	105	0	0	0	280
6	GJSS JANBIRJI	GOVT	2008	2		2			1	63	45	51	0	0	0	164
7	GJSS KOKIYA	GOVT	2004	5		4			2	72	60	55	0	0	0	198
8	GJSS KAROFI	GOVT	2008	2		2				60	60	55	0	0	0	179
9	GSS TSAURE	GOVT	1983	8	3	10			3	120	120	125	70	95	80	634
10	GSS F/RUWA	GOVT	2008	4		7			1	119	128	104	59	56	120	598
11	GSS SHANONO	GOVT	1983	23	8	15	2	1	3	180	187	172	204	167	150	1112
				55	14	56	2	1	15	907	898	862	333	318	350	3811

Total of Teachers in Gwarzo Zone 376

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

KARAYE ZONE

S/NO	SCHOOL NAME	YEAR ESTAB	NOOFTEACH	NOOFNONTEAC	NOOFCLASSES	JSS1	JSS2	JSS3	SS1	SS2	SS3	TOTAL
	ROGO LGA											
1	GDSS ROGO RUMA	1983	13	5	19	163	219	127	163	159	183	1014
2	GSS ROGO	2003	12		10	230	196	179	160	86	0	851
3	GSS FALGORE	1983	9	3	8	120	120	120	60	60	60	540
✓4	GGJSS FALGORE	2007	1		4	120	120	120	100	0	0	460
✓5	GGJISS ROGO	2005	1		5	150	175	100	100	0	0	525
6	SIS ROGO	2004	2	1	6	151	139	145	76	45	47	603
7	GSS YONOKO	2004	7		9	100	97	82	84	50	45	458
8	GJSS FULATAN	2003	5	1	5	120	120	120	0	0	0	360
9	GJSS ZOZA	2005	3		4	75	65	80	0	0	0	220
10	GJSS GWANGWAN	2005	2		4	120	120	120	0	0	0	360
11	GJSS SUNDU	2006	2		3	57	37	47	0	0	0	141
✓12	GGJSS-ROGO	2005	5	-2	5	180	180	180	0	0	0	540
13	GJSS JAJAYE	2005	1		3	36	49	34	0	0	0	119
✓14	GGJSS DARI	2007	2		2	85	70	47	0	0	0	202
15	GSS BELI	2003	4	1	7	125	134	129	87	90	0	565
✓16	GGJSS BELLI	2008	2		2	60	60	60	0	0	0	180
17	GSS ZAREWA	1983	13	3	9	197	128	155	242	175	163	1060
✓18	GGASS ZAREWA	2004	4		8	127	104	102	48	33	0	414
✓19	GGJSS FULATAN	2008	2		2	69	60	40	0	0	0	169
20	GJSS ZAREWA	2008	1		2	120	120	120	0	0	0	360
21	GSS BARI	1983	10	2	9	0	0	0	130	76	76	282
	KARAYE LGA		101									9423
22	GSS YAMMEDI	1983	8	2	8	140	120	160	160	160	0	740
23	GSS T/KAYA	1983	5		7	84	118	96	56	64	0	418
24	SIS KARAYE	2000	5		6	65	41	86	62	47	58	359
25	GJSS LIMANCI	2005	3		5	118	72	114	0	0	0	304
✓26	GGJSS KARAYE	1993	2	2	6	140	150	160	100	0	0	550
27	GJSS U/TOFA	2004	2		3	70	40	45	0	0	0	155

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

28	GJSS TINKIS	2008	1		2	40	47	46	0	0	0	133
29	GJSS TURAWA	2008	2		2	23	45	55	0	0	0	123
30	GJSS U/MANI	2004	1		3	53	48	39	0	0	0	140
31	GJSS TORANKAWA	2008	2		2	37	74	170	0	0	0	281
√32	GGJASS T/KAYA	2008	2		2	39	27	19	0	0	0	85
33	GJSS YOLA	2008	1		2	54	50	56	0	0	0	160
34	GSS KARAYE	1976	35	26	27	138	140	97	422	514	234	1545
35	GJSS DEDERI	2006	1		4	120	110	82	0	0	0	312
36	GSS CHEDE	1996	14	5	13	125	123	114	210	187	199	958
√37	GGJASS K/FADA KARAYE		2		4	63	63	62	0	0	0	188
	KIRU LGA		86									6451
38	GSS K/MAIYAKI	1981	27	4	21	105	110	110	295	310	293	1223
39	GTQSS KIRU	1997	26	6	31	135	406	312	455	340	252	1900
40	GSS K IRU YAMMA	1983	15	5	15	116	0	179	224	179	142	840
41	GJSS YAKO	2008	2	2	4	42	65	83	0	0	0	190
42	GSS YAKO	2002	12	4	9	50	0	0	162	97	101	410
43	GSS GALADIMAWAA	1983	8	6	9	72	83	84	38	23	25	325
√44	GGASS K/MAIYAKI	2004	7	3	13	240	158	102	63	20	38	621
45	GJSS K/MAIYAKI	2005	2	4	6	183	102	105	0	0	0	390
46	GJSS KIRU GABAS	2005	2	4	10	110	250	140	0	0	0	500
√47	GGSS KIRU	2004	6	4	11	115	159	106	50	24	9	463
48	GSS SAKARMA	2004	4	4	6	60	60	80	54	54	41	349
49	GJSS BARGONI	2006	1	2	3	49	48	53	0	0	0	150
50	GJSS BADAFI	2005	2	2	3	33	35	38	0	0	0	106
√51	GGJASS YAKO	2005	2	2	6	100	65	51	14	0	0	230
52	GSS DANGORA	2002	11	2	9	94	120	116	53	60	54	497
√53	GGJSS DANGORA	2006	1	3	3	52	42	44	18	0	0	156
√54	GGJSS ZUWO	2007	1	2	2	35	42	30	0	0	0	107
55	YALWAN PAKI	2006	2	4	3	48	38	25	0	0	0	111
56	GJISS K/MAIYAKI	2006	2	2	3	50	45	45	45	0	0	185
57	GJSS TSAUDAWA	2006	2	3	3	40	50	40	0	0	0	130

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

GJSS KOGO	2007	2	2	3	70	65	70	0	0	0	205
GJSS GABARI	2008	2	1	2	25	33	46	0	0	0	104
GJSS DASHI	2008	2	2	2	57	27	16	0	0	0	100
GJSS UNG/MAKERA	2008	1	2	2	40	85	27	0	0	0	152
GJSS CO-EXIXT	2009	1	2	2	70	0	0	0	0	0	70

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9514

Total number of Teachers in Karaye zone - 330

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD
DEPARTMENT OF PLANNING RESERCH AND STATISTICS
LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

KURA ZONE

S/NO.	SCHOOL NAME	YEAR ESTAB	NOOFTEAC	NOOFNONTEAC	NOOFCLASSES	NOOFTOILET	JSS1	JSS2	JSS3	SS1	SS2	SS3	TOTAL
	GARUN MALLAM												
1	GSS CIROMAWA	1982	4	7	7	6	140	124	150	75	85	85	659
2	GJASS YADAKWARI	2008	2	3	3	2	36	65	0	0	0	0	101
3	GJSS CE G/BABBA	2009	2	3	2	6	114	0	0	0	0	0	114
4	GTQ G/MALLAM	2009	1	3	4	2	110	0	0	0	0	0	110
5	GSS YADAKWARI	1983	14	2	12	6	123	138	184	95	105	73	718
6	SIS CIROMAWA	2002	4	7	4	6	42	72	83	68	48	62	375
7	GGSS CIROMAWA	2005	4	7	4	6	125	120	78	56	36	0	415
8	GJSS MAKORO KWIWA	2005	1	0	4	3	100	80	51	0	0	0	231
9	GJSS AGALAWA	2005	1	0	3	3	49	50	48	0	0	0	147
10	GGJSS G/MALAM	2005	2	0	3	9	58	63	56	0	0	0	177
11	GSS G/MALAM	1993	14	6	13	7	107	119	136	79	93	82	616
12	GJSS DAKASOYE	2008	4	4	5	4	100	80	67	0	0	0	247
	KURA LGA		53				1104	911	853	373	367	302	3910
13	GJASS GUNDUTSE	2006	6	3	8	9	106	112	112	54	0	0	384
14	GASS SUMAKAI	1982	49	9	26	5	344	437	498	577	574	537	2967
15	GGASS TANAWA	1993	23	7	19	14	296	347	360	232	370	248	1853
16	GGSS KURA	1976	47	57	34	8	275	272	223	412	311	311	1804
17	GSS DANHASSAN	1983	13	6	12	3	81	160	156	110	112	57	676
18	GSS KARFI	2005	11	3	6	5	98	72	83	93	67	27	440
19	GJSS RIGAR DUKA	2005	3	1	8	2	86	114	105	0	0	0	305
20	GGJISS DANHASSAN	2006	8	5	5	3	92	89	59	19	24	0	283
21	JSS YAKASAI KARFI	2008	6	0	3	4	42	47	18	0	0	0	107
22	IRSHAD KURA	2008	1	0	10	12	457	305	369	0	0	0	1131
23	GJSS DUKAWA	2005	4	1	6	6	46	83	86	47	0	0	262
	MADOBI LGA		171				1923	2038	2069	1544	1458	1180	10212
24	GJTQSS KANWA	2009	1		1	4	35	0	0	0	0	0	35
25	GSS KUBARACHI	2002	7	2	6	6	66	72	80	35	30	46	329
26	GJSS MADOBI IYA	2008	5	0	6	1	60	60	53	46	48	43	310
27	GSS KANWA	2002	7	2	8	12	64	95	82	57	54	50	402
28	GSS GORA	1995	10	3	8	10	120	110	112	80	55	45	522

KANO STATE SENIOR SECONDARY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESERCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT AND PER ZONE

29	GDSS MALAMAI	1983	7	5	12	9	119	102	153	149	110	91	724
30	GSS KWANKWASO	2002	29	16	17	44	203	167	117	309	323	241	1360
31	SIS MADOBI	2002	6	0	6	2	80	51	40	45	48	39	303
32	GGSS MADOBI	2002	20	33	18	12	170	256	119	214	161	149	1069
33	GSS MADOBI	1983	10	3	9	12	120	120	120	149	92	75	677
34	GJSS RKADAWA	2005	6	1	3	5	62	69	60	0	0	0	191
			108				1099	1102	936	1084	921	780	5922

Kwazone

Total number of Teachers 332

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

	MINJIBIR ZONE																0
	GABASAWA LGA																
1	GGJIS ZUGACHI	GOVT	2008	1		4			2	85	50	55	0	0	0	197
2	GGJSS G/DANGA	GOVT	2008	1		3			2		0	0	0	0	0	6
3	GGJSS GABASAWA	GOVT	2004	5	1	3				125	96	91	0	0	0	321
4	GGSS ZAKIRAI	GOVT	1993	10	6	8			6	58	92	100	51	27	10	368
5	GJSS KARMAMI	GOVT	2008	2		2			2	90	45	50	0	0	0	191
6	GJSS ZAKIRAI	GOVT	2008	2		2			2	120	80	36	0	0	0	242
7	GJSS ZUGACHI	GOVT	1993	5	4	6			4	99	126	129	50	64	0	487
8	GSS G/DANGA	GOVT	1983	11	5	10			4	80	80	83	81	77	73	504
9	GSS GABASAWA	GOVT	1983	17	4	12	1		6	180	127	194	163	124	78	906
10	GSS ZAKIRAI	GOVT	1981	25	34	21	2	1	20	165	162	163	229	319	413	1554
	GEZAWA LGA			79	54	71	3	1	48	1002	858	901	574	611	574	4776
1	GGC GEZAWA	GOVT	1975	47	43	30	5	1	9	238	300	146	355	266	291	1731
2	GGIS TSAMIYAR KARA	GOVT	2004	11	3	4			5	124	102	89	46	15	0	399
3	GGISS GEZAWA	GOVT	2004	8	2	6				60	42	52	29	18	17	234
4	GGJIS Z/GEZAWA	GOVT	2008	1		2				42	15	15	0	0	0	75
5	GGJIS G/WAWA	GOVT	2008	9		2				112	112	61	0	0	0	296
6	GGJIS TSAMIYA BABBA	GOVT	2006	4		4			2	64	67	48	0	0	0	189
7	GGSS GEZAWA	GOVT	1983	7	11	6			6	120	120	96	63	45	52	526
8	GGSS JOGANA	GOVT	1980	44	48	24	8	1	20	180	193	198	275	277	209	1477
9	GJAS S/GEZAWA	GOVT	2008	2		3			2	41	46	38	0	0	0	132
10	GJIS U/JAMA'A	GOVT	2008	7		2			1	110	74	30	0	0	0	224
11	GJSS D/GEZAWA	GOVT	2008	3		2			1	60	60	55	0	0	0	181
12	GJSS ABASAWA	GOVT	2008	4		3			1	52	56	54	0	0	0	170
13	GJSS DANJA	GOVT	2008	2		3			1	60	89	61	0	0	0	216
14	GJSS DANMADANHO	GOVT	2008	4		2				120	60	60	0	0	0	246
15	GJSS TS. BABBA	GOVT	2004	7	1	4			6	120	172	167	0	0	0	477

16	GJSS TSALLE	GOVT	1993	8	8	4			6	106	102	91	0	0	0	325
17	GSS Y/WANGARA	GOVT	1983	15	8	10	1		2	180	180	146	180	120	87	929
18	GSS GEZAWA	GOVT	1983	25	13	14	1		12	384	269	320	336	295	253	1922
19	GSS GUNDUWAWA	GOVT	1983	27	6	8	3		12	120	136	80	231	138	136	897
20	GSS JOGANA	GOVT	1983	27	6	9	1		3	180	180	312	206	131	114	1169
	MINJIBIR LGA			**262**	**149**	**142**	**19**	**2**	**89**	**2473**	**2375**	**2119**	**1721**	**1305**	**1159**	**11815**
1	GGJIS KUNYA	GOVT	2005	2		4				132	40	130	90	45	0	443
2	GGJIS MINJIBIR	GOVT	2008	2						120	100	89	0	0	0	311
3	GGSS MINJIBIR	GOVT	1993	8	4				7	120	66	70	60	40	35	410
4	GJIS GASGAINU	GOVT	2008	2		2				40	34	25	0	0	0	103
5	GJIS KAUKAI	GOVT	2008	2		3				45	36	33	0	0	0	119
6	GJIS ZALIHA	GOVT	1997	5	4				6	84	96	60	70	60	0	385
7	GJSS GURJIYA	GOVT	1994	5	3				8	84	55	45	0	0	0	200
8	GJSS KANTAMA	GOVT	1992	6	3				5	98	80	73	0	0	0	265
9	GJSS KUNYA	GOVT	2008	1		4					120	172	0	0	0	297
10	GJSS KURU	GOVT	2008	2		4				72	60	55	0	0	0	193
11	GJSS KWARKIYA	GOVT	1992	7	3				6	81	70	55	0	0	0	222
12	GJSS MINJIBIR	GOVT	1994	8	6				10	120	120	96	0	0	0	360
13	GJSS SANBAUNA	GOVT	1994	5	3				5	55	96	80	0	0	0	244
14	GJSS ZABAWAWAR INUSA	GOVT	2009	1		4				50	2					57
15	GSS KUNYA	GOVT	1993	20	8				20	218	84	159	210	190	162	1071
16	GSS MINJIBIR	GOVT	1991	23	10		2		18	183	125	152	310	238	175	1236
	UNGOGGO LGA			**99**	**44**	**21**	**2**		**85**	**1502**	**1184**	**1294**	**740**	**573**	**372**	**5916**
1	CIS KADAWA	VOLUN	2003	10	8				9						47	74
2	GGJASS UNGOGO	GOVT	2008	2						127	128	94	0	0	0	351
3	GGJIS Z/DANBABA	GOVT	2008	3	4					60	118	111	0	0	0	296
4	GGJSS RANGAZA	GOVT	1994	8	6				2	120	120	128	0	0	0	384
5	GGJSS GAYAWA	GOVT	2009	5		4				120	3					132
6	GGSS KADAWA	GOVT	1994	31	10	17	1	1	2	180	221	280	204	148	106	1201
7	GIS MANNARU	VOLUN	2004	4	4									0	0	8
8	GJIS HADARATU	VOLUN	2004	3	6										7	16
9	GJISS BACHIRAWA	VOLUN	2008			3										3
10	GJISS INUSAWA	GOVT	2009	3		2				118						123

11	GJSS KADAWA	GOVT	2008	3	4					120	127	78	0	0	0	332
12	GJSS KARO	GOVT	2007	1	3					65	50	43	0	0	0	162
13	GJSS PANISAU	GOVT	1994	5	4					240	75	110	0	0	0	434
14	GJSS R/GATA	GOVT	2008	3	3					206	140	110	0	0	0	462
15	GJSS S/DOKA	GOVT	2008	3	3					120	97	23	0	0	0	246
16	GJSS WAKILI BABBA	GOVT	2006	2	5				6	65	127	115	0	0	0	320
17	GJSS Z/GABAS	GOVT	2008	4	4					120	240	185	0	0	0	553
18	GJSS DANKUNKURU	GOVT	2008	2	2					120	120	94	0	0	0	338
19	GJSS R/MALLAM	GOVT	2007	2	4					110	91	129	0	0	0	336
20	GSS Z/BABBA	GOVT	1983	31	6	14	1	1	6	205	208	244	248	221	152	1337
21	GSS BACHIRAWA	GOVT	2004	21	9				4	180	188	396	292	189	0	1279
22	GSS JAJIRA	GOVT	1983	13	6					145	172	72	125	86	0	619
23	GSS R/ZAKI	GOVT	1994	18	3	12	1		4	173	130	128	122	102	108	801
24	GSS UNGOGO	GOVT	1994	42	3	14			15	121	95	132	194	224	204	1044
				219	97	66	3	2	48	2715	2450	2472	1185	970	624	10851

Total teachers in Minjibir zone 685

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

MUNICIPALZONE

	MUNICIPAL LGA															
1	ABDULLAHI BAYERO C Q S	GOVT	1990	18	11	20	1	1	16	120	145	321	221	180	164	1218
2	ABDU.M/MASALLACHI I. COL.	VOLUN	1997	8		12		1	4	93	117	92	80	77	64	548
3	AMINU TIYA JAS	VOLUN	2006	1		4	1		5	35	18	21	0	0	0	85
4	CITY WOMEN CENTRES GGSS	GOVT	1111	3		32	1		3	301	298	230	298	270	306	1742
5	DALHA GIRLS K/WAMBAI	VOLUN	1990	3		6			2	42	77	55	0	0	0	185
6	GGASS KOKI	GOVT	2005	16	4	6			4	120	85	85	48	75	0	443
7	GGJAS HASIYA BAYERO	GOVT	1994	26	8	21			7	480	420	387	0	0	0	1349
8	GGJISS MARYAM SHEKARAU	GOVT	2008	3	2	4	1		8	75	114					207
9	GGJSS GIDAN MAKAMA	GOVT	1993	9	8	7			4	192	130	315	0	0	0	665
10	GGJSS KOFAR KUDU	GOVT	2005	5	2	5				130	116	102	0	0	0	360
11	GGJSS KURNA D/Z	GOVT	2008	3	3	5			3	93	97	106	0	0	0	310
12	GGJSS MAIGARI SHESHE	GOVT	2006	2		5			3	92	78	20	0	0	0	200
13	GGJSS RIMI CITY	GOVT	2005	6	4	10	1	1	4	220	200	200	0	0	0	646
14	GGJSS YAKASAI D/Z	GOVT	2008	4	2	6			3	127	144	104	0	0	0	390
15	GGJSS YAKASAI S/UNGUWA	GOVT	2008	5		5			2	120	52	70	0	0	0	254
16	GGSS FESTIVAL	GOVT	2004	17	8	15			13	255	250	305	350	180	224	1617
17	GGSS GANDUN ALBASA	GOVT	2001	47	10	20	4	1	18	310	394	447	539	434	284	2508
18	GGSS SHARADA	GOVT	2004	25	8	6	2		17	168	184	195	364	159	64	1192
19	GGSS YAKASAI	GOVT	2000	32	7	12	1	1	12	240	246	262	485	348	304	1950
20	GSS K/NASSARAWA	GOVT	1987	55	17	14		1		180	240	360	485	519	527	2398
21	GSS RUMFA COLLEGE KANO	GOVT	1927	59	26	38	10	1	65	240	384	705	1024	952	810	4314
22	GSS SABUWAR KOFA	GOVT	1987	76	15	54	2	1	22	525	1031	1093	1069	629	788	5305
23	GSS SHARADA	GOVT	1980	59	26	25	3	1	10	645	495	600	806	675	547	3892
24	GWANI TAHIR QUR'ANIC STUDIES	VOLUN	2007	1		3			2	60	30	40	0	0	0	136
25	HAFSAT DELU GGSS	GOVT	2005	5		10			7	57	58	62	72	58	0	329
26	HASIYA BAREYO GGASS	GOVT	1994	28	10	12	1	1	12	0	0	0	295	342	428	1129

27	HASSANA SUFI GGSS	GOVT	2003	42	13	22	1	1	28	350	456	489	664	645	520	3231
28	HIS SHAHUCI	GOVT	1967	41	15	24	1	1	9	240	274	252	659	468	534	2518
29	JASS HAMISU BALA	VOLUN	2008	3		3			2	52	52	14			0	126
30	JIS ABUBKAR SADIQ	GOVT	2007	3		7			2	180	153	14	0	0	0	359
31	JSS ADO YOLA	GOVT	2005	4	1	3		1	3	80	75	72	0	0	0	239
32	JSS DAN AGUNDI	GOVT	2005	4		4			2	120	130	160	0	0	0	420
33	JSS GANDUN ALBASA	GOVT	2005	10	2	6				180	220	298	0	0	0	716
34	JSS JAKARA	GOVT	2005	5		6				120	120	200	0	0	0	451
35	JSS JARKASA	GOVT	2006	4		4			2	120	130	160	0	0	0	420
36	JSS KABIRU KIRU	GOVT	2006	2		3				120	100	100			0	325
37	JSS KOFAR WAMBAI	GOVT	2005	1		3				100	82	75	0	0	0	261
38	JSS KURMAWA	GOVT	2007	4		5			3	130	95	35			0	272
39	JSS KWALLI	GOVT	2003	12	1	10			11	204	196	254			0	688
40	JSS MAYANKA	GOVT	2005	3		7			9	180	120	120	0	0	0	439
41	JSS SALANTA	GOVT	2008	13	1	6				120	97	69	0	0	0	306
42	JSS SHAHUCI	GOVT	2007	3		12			3	240	240	180			0	678
43	JSS TUKUNTA	GOVT	2008	6	3	8			3	360	310	215			0	905
44	JSS YANBITA K/NASSARAWA	GOVT	2006	5		7				120	250	265	0	0	0	647
45	MA'AHAD ABUBAKAR	VOLUN	2009			3			2	35						40
46	MA'AHAD BASHIR	VOLUN	2009			3			2	35						40
47	MA'AHAD SHEIK UBA	VOLUN	2001	4	3	10	1	1	13	47	79	85	71	37	42	393
48	MALAM YARO JAS	VOLUN	2009	1		3			2	25	29					60
49	MUSA UAC COLLEGE	VOLUN	2004	2		6		1	3	49	38	39	38	30	43	249
50	S E S TUDUN MALIKI	GOVT	1977	42	25	26	3		6	180	177	178	66	58	49	810
51	SAS KANO	GOVT	1934	63	11	39	2	1	6	196	518	512	395	526	526	2795
52	SHABBABU MUSLIM ZAGE	VOLUN	2007	1		3			2	60	40	20	0	0	0	126
53	SHEIK RAMADAN ISL. COLLEGE	VOLUN	1997	12		12		1	4	93	117	92	80	77	64	552
54	SHEIKH ABDULKADIR MAKWARIRI	VOLUN	2006	1		4			4	60	30	40	0	0	0	139
55	SHEKARA GGSSS	GOVT	1967	52	52	30	6	1	27	310	258	290	250	303	197	1776
56	SULE USMAN GJSS	VOLUN	2007	2	1	12			6	120	100	150	0	0	0	391
57	TUDUN MAKERA GJIS	VOLUN	2009													0
58	UMMA WARAQA GIRLS ISLAMIC	VOLUN	2004	6		7			4	3	26	34	28	21	28	157
59	UMMA ZARIA GGSS KOKI	GOVT	1993	31	10	17	3	1	3	120	176	239	239	224	150	1213

60	UMMAWIYYA GIRLS COLLEGE	VOLUN		7	4	11	1	1	4	43	72	48	46	59	45	341
61	USMANIYYA K/MATA	VOLUN				3		1	3	27	25	22	0	0	0	81
62	YOLAWA GIRLS ISL. COLLEGE	VOLUN	1999	5	3	11	1		12	90	149	47	102	40	79	539
	TARAUNI LGA			**910**	**316**	**697**	**47**	**21**	**426**	**9429**	**10337**	**10945**	**8774**	**7386**	**6787**	**56075**
1	AL-ISRA JSS GIRLS	VOLUN		1		3	1		6	20	31	30				92
2	AL'MAAWA JAS	VOLUN		1		5			4	35						45
3	BABALLE ILA JIS	VOLUN		1		7			6	12	108	43	0	0	0	177
4	CQQSC DAAN ZARGA	GOVT	1995	16	2	8		1	2	115	102	99	88	76	78	587
5	CQS HAUSAWA	VOLUN	2003	5		9			6	30	42	82	80	40	0	294
6	FATIMA MUHAMMAD GGSS	GOVT	1995	39	14	22	2		16	300	240	284	420	290	265	1892
7	GASS BABBAN GIJI	GOVT	2005	8	1	8		1	4	70	120	200	170	70	0	652
8	GGASS ADOWA MAITUWO	GOVT	2005	15	5	6			4	180	160	275	160	160	0	965
9	GGJASS ZOO ROAD	GOVT	2004	10	2	6			6	105	110	140	0	0	0	379
10	GGJSS DARMANAWA	GOVT	2005	8	5	6	1	2	8	133	131	170	0	0	0	464
11	GGJSS KUNDILA	GOVT	2008	4	1	5			1	97	92	70	0	0	0	270
12	GGJSS SALLARI	GOVT	2005	18	1	6			4	124	145	159	0	0	0	457
13	GGJSS TUDUN FULANI	GOVT	2008	3		3			6	60	97	68	0	0	0	237
14	GGSS HAUSAWA	GOVT	2004	24	8	10			14	135	176	177	146	85	108	883
15	GGSS TARAUNI KUDU	GOVT	2005	14	4	6			3	107	89	113	104	0	0	440
16	GGSS UNGUWA UKU	GOVT	2003	29	9	12	1		4	240	290	290	346	296	201	1718
17	GSS KUNDILA	GOVT	2002	43	7	34	1	1	8	300	271	285	360	380	471	2161
18	JAS HAUSAWA	GOVT	2005	6		12			8	140	155	178	0	0	0	499
19	JSS DARMANAWA	GOVT	2005	5	2	3			2	180	118	152	0	0	0	462
20	JSS DAURAWA	GOVT	2005	5		4			2	128	151	143	0	0	0	433
21	JSS GYADIGYADI	GOVT	2005	9		6			3	240	210	170	0	0	0	638
22	JSS HAUSAWA MODEL	GOVT	2005	8	4	6			3	101	114	157	0	0	0	393
23	JSS KARKASARA	GOVT	2008							120	100	0	0	0	0	220
24	JSS UNGUWA UKU	GOVT	2005	14		4			6	240	251	310	0	0	0	825
25	JSS UNGUWAR GANO	GOVT	2005	6		4				180	126	142	0	0	0	458
26	JSS WALAWAI	GOVT	2009	1		3			2	60	30					96
27	LAMIDO GIRLS COLLAGE	VOLUN	2001	5		6			2	21	30	19	51	45	41	220
28	MURTALA MUHAMMAD COLLEGE	VOLUN	1997	5		10	1		3	53	46	69	68	44	26	325
29	NANA AISHA GIRLS	VOLUN	1990													0

30	RABIU GAMBO JTS	VOLUN	2009														0
31	SABILUL RASHAD JIS	VOLUN	2005	4	2	14			10	33	45	43	0	0	0		151
32	SAUTUL QUR'AN JIS ZARIA RD	VOLUN	2007	1		4			4	13	14	15	0	0	0		51
33	SHEIK MUHD NASIR GYADIGYADI	VOLUN	2005	1		5			2	17	50	47	57	24	0		203
34	TAHIR GIRLS ARAABIC COLLEGE	VOLUN	2007	4		11			5	166	139	156	81	0	0		562
35	TARBIYYA ISL JAS	VOLUN	2009														0
				313	67	248	7	5	154	3755	3783	4086	2131	1510	1190		17249

Total of teacher in Municipal zone is 1223

KANO STATE SENIOR SECONDRY SCHOOLS MANAGEMENT BOARD

DEPARTMENT OF PLANNING RESEARCH AND STATISTICS

LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

AS AT APRIL 2010

NASSARAWA ZONE

	FAGGE LGA	Ownership	Year established	N/Teachers	N/N/Teach	Class	Lab	RE/ED	Total	JSS1	JSS2	JSS3	SS1	SS2	SS3	Total
1	ABDULLAHI SANI M. LUNGU CQS	GOVT	2008	1		1			6	42	57	0	0	0	0	107
2	ADSS BUKAVU BOYS	GOVT	1980	50	7	35	1	1	4	602	835	818	993	855	974	5175
3	ADSS BUKAVU GIRLS	GOVT	1980	36	4	24		1	2	292	455	409	405	430	325	2384
4	GC KANO (KTC)	GOVT	1961	51	18	44	3	1	4	540	420	720	117	961	565	3444
5	GGASS MASALLACHI	GOVT	2006	8	2	6	2	1	4	120	100	110	105	0	0	458
6	GGASS T/BOJUWA(K/RUWA)	GOVT	1989	51	9	50		1	4	534	570	508	336	368	205	2636
7	GGJSS AISHA SHEHU	GOVT	2005	8	5	6				133	124	191	0	0	0	467
8	GGSS DABO	GOVT	2004	31	6	23		1	2	239	267	342	293	212	339	1755
9	GGSS MAIKWATASHI	GOVT		38	4	22	4	1	2	369	369	300	420	360	295	2184
10	GJSS AHMAD MUKADDAM	GOVT	2005	3		5	1		1	20	27	30	44	38	0	169
11	GJSS DABO	GOVT	2008	5		4			3	155	139	135	0	0	0	441
12	GJSS DARERAWA	GOVT	2008	3		6			7	70	120	220	0	0	0	426
13	GJSS GOGAU	GOVT	2004	10	3	6				120	145	177	0	0	0	461
14	GJSS NATSUGUNE	GOVT	2004	5	1	3				94	44	38	0	0	0	185
15	GJSS NOMANSLAND	GOVT	2008	5		4			1	120	152	57	0	0	0	339
16	GJSS ZAWA'I	GOVT	2008	5		5				180	175	126	0	0	0	491
17	GSCS AIRPORT ROAD	GOVT	1980	51	15	48			4	480	480	589	578	537	401	3183
18	GSIS KWACHIRI (DALA)	GOVT	1982	26	3	27		1	4	360	360	300	300	196	142	1719
19	GSS KWAKWACHI	GOVT	1978	39	10	30	3	1	2	155	299	483	581	488	538	2629
20	GSS MAIKWATASHI	GOVT	1993	22	8	28	3	1	2	206	251	197	354	438	371	1881
21	HAIDO ISL. SS FAGGE GGASS	GOVT	1987	22	5	11		1	2	50	55	73	77	73	55	424
22	JASS HAIDO BOYS	GOVT	2008	2		3			2	20	18	18	0	0	0	63
23	JSS BALA SHUAIBU	GOVT	2004	8	1	4			6	36	19	0	19	0	0	93
24	MANARUL ISLAM CQS	GOVT	2000	4		9			1	170	180	110	62	75	0	611
25	MARYAM ABAACHA GGSS	GOVT	1996	27	13	18	4		3	117	195	187	202	160	113	1039
26	MVA GSS KUKA	GOVT	1985	35	16	21	3	1	2	300	450	530	560	550	640	3108

27	ROCHARS FOUND. COLLEGE	VOLUN	2004	3		15	3	1	2	138	117	74	80	107	0	540
28	ST. THOMAS SS	VOLUN	1951	6		6	3	1	4	113	107	109	100	86	66	601
	NASSARAWA LGA			555	130	464	30	14	74	5775	6530	6851	5626	5934	5030	37013
1	ABUBAKAR GUMI COLLEGE	VOLUN	1996	6	1	6	1	1	3	61	58	63	59	60	61	380
2	AHMADIYYA COLLEGE	VOLUN	1970	10		24	7	1	11	220	190	180	145	120	109	1017
3	DA'AWA COMP. COLLEGE	VOLUN	1111	9	1	9		1	3	65	90	55	68	64	45	410
4	GGASS GAMA	GOVT	1997	27	5	19			3	363	359	460	347	225	127	1935
5	GGASS HOTORO NORTH	GOVT	2006	13	3	9	1	1	2	180	168	189	149	79	0	794
6	GGASS KAWAJI	GOVT	1988	32	8	34		1	4	206	298	367	536	313	381	2180
7	GGASS TUDUN MURTALA	GOVT	2006	5	2	12		1	2	170	230	220	215	104	0	961
8	GGJSS TARAUNI	GOVT	2008	2		4				165	105	86	0	0	0	362
9	GGJSS TUDUN WADA	GOVT	2005	5		12				264	237	236	0	0	0	754
10	GGJSS YANKABA	GOVT	2006	13	3	8	2		2	151	210	160	175	0	0	724
11	GGSIS GWAGWARWA	GOVT	1997	16	6	16			2	150	160	180	150	108	110	898
12	GGSS DAKATA	GOVT	1998	26	8	48	4	1	4	321	302	272	169	199	160	1514
13	GGSS DANGANA	GOVT	1993	36	9	36	3		2	320	368	381	384	281	272	2092
14	GGSS GIGINYU	GOVT	1993	39	12	32	2	1	4	320	287	385	426	364	480	2352
15	GGSS HOTORO SOUTH	GOVT	2003	26	6	12			3	180	206	270	205	185	151	1244
16	GGSS MAGWAN	GOVT	2004	23	4	6		1	2	253	140	164	235	143	116	1087
17	GJSS DAN-WAIRE	GOVT	2008	5		4				120	100	84	0	0	0	313
18	GJSS GAWUNA	GOVT	2008	5		7			2	180	160	170	0	0	0	524
19	GJSS GWAWARWA	GOVT	2003	15	2	14		1	2	290	184	196	0	0	0	704
20	GJSS KAURA GOJE	GOVT	2004	8	2	8				189	148	149	0	0	0	504
21	GJSS LADANAI	GOVT	2008	3		3				110	111	46	0	0	0	273
22	GJSS LIMAN DATTI	GOVT	2008	4		4			2	140	129	113	0	0	0	392
23	GJSS MAGWAN	GOVT	2008	4		2			2	50	41	40	0	0	0	139
24	GJSS RACE-COURSE	GOVT	2008	9		6				140	240	115	0	0	0	510
25	GJSS T/ WADA(R.ZAKARIYYA)	GOVT	2005	4		7			2	120	190	186	0	0	0	509
26	GJSS TUDUN MURTLA	GOVT	2004	5	3	6			1	140	160	160	0	0	0	475
27	GJSS WURO BAGGA	GOVT	2008	5		5				135	261	218	0	0	0	624
28	GSS GIGINYU	GOVT	2004	8	2	8			8	217	158	183	100	32	0	716
29	GSS HOTORO	GOVT	1993	28	4	24		1		240	336	580	659	362	584	2818
30	GSS KAWAJI	GOVT	1977	51	13	36	4	1		420	360	607	645	519	423	3079

13	GJSS NATA'ALA	GOVT	2005	3	8	3	0	0	0	89	81	80	0	0	0	264
14	GJSS RUGURUGU	GOVT	2006	1	4	3	0	0	0	32	51	36	0	0	0	127
15	GJSS YARMARAYA	GOVT	2006	2	4	3	0	0	2	67	45	67	0	0	0	190
16	GOVT COLLEGE T/WADA	GOVT	1972	21	8	22	2	1	12	60	161	157	268	282	292	1286
17	GSS B/BURUM	GOVT	1993	8	13	10	0	0	0	104	99	88	69	88	40	519
18	GSS F/MA'AJI	GOVT	1983	5	6	7	1	1	5	31	52	59	76	43	40	326
19	GSS KAREFA	GOVT	2004	3	4	8	0	0	0	120	120	80	116	98	0	549
20	GSS YARYASA	GOVT	2004	4	5	9	0	0	3	115	84	91	52	56	70	489
				110	**137**	**164**	**10**	**3**	**47**	**1751**	**1744**	**1765**	**1383**	**1303**	**1036**	**9453**

T/wadagone
Total number of Teachers is 398 OR ~~233~~ 333

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LIST OF SCHOOLS PER LOCAL GOVERNMENT PER ZONE

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	T/WADA ZONE																0
	BEBEJI LGA												26	40			72
1	CQS TUDUN WADA	GOVT	2009	1	3	2											
2	GGISS BEBEJI	GOVT	2003	5	4	6	0	0	8	180	57	109	49	28	16		462
3	GGISS KOFA	GOVT	2005	2	3	4	0	0	0	62	60	50	35	30	0		246
4	GGJSS GWARMAI	GOVT	2008	2	2	2	0	0	0	35	34	32	0	0	0		107
5	GGJSS N/KUKI	GOVT	2008	2	2	2	0	0	0	31	31	57	0	0	0		125
6	GGJSS WAK	GOVT	2005	3	3	3	0	0	0	59	35	40	0	0	0		143
7	GGSS TIGA	GOVT	2004	4	1	6	0	0	0	100	103	89	48	28	0		379
8	GJASS GARGAI	GOVT	2005	3	3	3	0	0	0	99	60	55	0	0	0		223
9	GJSS ANADARIYA	GOVT	2005	2	4	3	0	0	0	30	22	26	0	0	0		87
10	GJSS BAGUDA	GOVT	2005	2	4	3	0	0	0	62	35	43	0	0	0		149
11	GJSS DAMAU	GOVT	2005	1	3	3	0	0	0	25	26	19	0	0	0		77
12	GJSS DURMAWA	GOVT	2006	2	2	3	0	0	0	37	52	47	0	0	0		143
13	GJSS K/DOGO	GOVT	2007	2	3	3	0	0	0	48	32	33	0	0	0		121
14	GJSS KOFA	GOVT	2006	2	4	4	0	0	0	100	110	50	0	0	0		270
15	GJSS TARIWA	GOVT	2007	2	2	2	0	0	0	54	24	54	0	0	0		138
16	GJSS TIGA	GOVT	2006	1	2	5	0	0	0	120	119	150	0	0	0		397
17	GSS BEBEJI	GOVT	1983	14	6	17	2	0	5	120	179	120	151	151	99		864
18	GSS GWARMAI	GOVT	2000	8	1	7	0	0	0	116	68	57	82	44	64		447
19	GSS KUKI	GOVT	2005	2	3	4	0	0	0	50	41	62	40	70	0		272
20	GSS N/KUKI	GOVT	2005	2	3	3	0	0	0	74	60	62	0	0	0		204
21	GSS RAHAMA	GOVT	1981	8	2	14	1	0	6	105	133	105	95	125	85		679
22	GSS RANTAN	GOVT	1983	10	2	10	0	1	2	28	44	54	97	102	76		426
23	GSS WAK	GOVT	2004	11	2	8	0	0	6	83	66	121	86	72	70		525
24	JSS T/WADA COMMUNITY SCIENCE	GOVT	2009		6	2				60	58						126
25	KFGSS BEBEJI	GOVT	1988	41	30	13	2	1	25	75	57	70	85	78	61		538
26	SISS KOFA	GOVT	1997	8	8	7	1	1	6	50	60	65	65	50	45		366

27	SISSS BEBEJI	GOVT	2003	5	7	9	0	0	2	110	105	76	71	51	39	475
	DOGUWA LGA			**145**	**115**	**148**	**6**	**3**	**60**	**1913**	**1671**	**1672**	**944**	**829**	**555**	**8061**
1	GASS FALGOREN DAJI	GOVT	2004	4	10	8	0	0		114	73	78	70	45	54	456
2	GGJSS D/KOWA	GOVT	2006	1	3	3	0	0		50	49	32	0	0	0	138
3	GGJSS DOGUWA	GOVT	1993	2	3	3	0	0	2	60	57	45	0	0	0	172
4	GGJSS FALGOREN DAJI	GOVT	2005	3	4	3	0	0		24	12	15	0	0	0	61
5	GGJTQSS RIRUWAI	GOVT	2008	2	4	2	0	0		20	20	20	0	0	0	68
6	GGSS RIRUWAI	GOVT	1993	4	1	3	0	0		43	42	35	140	0	0	268
7	GJISS DOGUWA	GOVT	2007	1	3	3	0	0		40	36	22	0	0	0	105
8	GJISS RIRUWAI	GOVT	2007	2	3	3	0	0		30	35	40	30	0	0	143
9	GJSS M/LERE	GOVT	2008	1	2	2	0	0		36	21	42	0	0	0	104
10	GJSS MAIGWADO	GOVT	2008	2	3	2	0	0		18	24	36	0	0	0	85
11	GJSS MARAKU	GOVT	2005	2	2	3	0	0		40	25	47	0	0	0	119
12	GJSS TAGWAYE	GOVT	2004	5	3	3	0	0		64	65	64	0	0	0	204
13	GJTQSS DOGUWA	GOVT	2008	2	1	2	0	0		81	33	31	0	0	0	150
14	GSS BURJI	GOVT	1983	8		5	0	0		0	0	67	72	50	44	246
15	GSS DOGUWA	GOVT	1983	14	4	15	1	1	16	167	120	175	120	170	148	951
16	GSS RIRUWAI	GOVT	1990	11	3	8	1	1	18	49	45	35	40	60	66	337
17	GSS/KOWA	GOVT	1983	12	1	15	0	0	6	80	97	89	99	120	99	618
18	JSS BURJI	GOVT	2008	2	3	3	0	0		107	114	24	0	0	0	253
	T/WADA LGA			**78**	**53**	**86**	**2**	**2**	**42**	**1023**	**868**	**897**	**571**	**445**	**411**	**4478**
1	DIMSS T/WADA	GOVT	2004	4	21	16	2	0	12	157	0	246	249	213	116	1036
2	GGASS T/WADA	GOVT	1981	36	11	42	5	1	12	240	296	353	455	473	440	2364
3	GGJSS B/BURUM	GOVT	2008	2	3	2	0	0	0	32	30	37	0	0	0	106
4	GGJSS KAREFA	GOVT	2008	3	4	2	0	0	0	14	26	46	0	0	0	95
5	GGJSS YARYASA	GOVT	2006	1	4	3	0	0	0	69	31	22	0	0	0	130
6	GGJTQSS T/WADA	GOVT	2008	2	8	5	0	0	1	140	95	110	0	0	0	361
7	GGSS T/WADA	GOVT	1993	8	6	6	0	0		0	0	105	98	50	38	311
8	GJISS T/WADA	GOVT	2006	1	6	3	0	0	0	60	65	40	0	0	0	175
9	GJSS (CO-EXIST T/WADA	GOVT	2008	3	12	11	0	0	0	296	404	47	0	0	0	773
10	GJSS BABURI	GOVT	2006	1	3	3	0	0	0	42	22	20	0	0	0	91
11	GJSS DALAWAA	GOVT	2007	1	2	3	0	0	0	23	27	30	0	0	0	86
12	GJSS F/WAMBAI	GOVT	2006	1	5	3	0	0	0	60	55	51	0	0	0	175

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RANO ZONE

	BUNKURE LGA															
1	GGJIS BARKUM	GOVT	2003	2	0	4	0	0	1	119	108	63	0	0	0	297
2	GGSS BUNKURE	GOVT	1983	8	2	8	0	0	17	120	96	67	48	46	39	451
3	GJISS BUNKURE	GOVT	2007	2	0	2	0	0	6	30	40	53	0	0	0	133
4	GJSS BARNAWA	GOVT	2005	2	0	5	0	0	1	119	108	63	0	0	0	298
5	GJSS GWAMMA	GOVT	2003	2	0	6	0	0	2	50	93	17	128	55	0	353
6	GJSS J/SANDA	GOVT	2005	1	0	4	0	0	1	30	39	35	0	0	0	110
7	GJSS JALLORAWA	GOVT	2003	7	0	6	0	0	1	76	108	79	23	0	0	300
8	GSS BARKUM	GOVT	2004	8	5	11	1	0	2	173	163	183	106	105	48	805
9	GSS BUNKURE	GOVT	1994	14	4	15	2	1	28	210	198	270	140	145	153	1180
10	GSS KUMURYA	GOVT	2004	11	3	11	1	1	4	102	134	113	184	152	114	829
11	SIS JALABI	GOVT	2004	4	0	6	0	0	2	45	48	50	46	45	42	288
	KIBIYA LGA			**61**	**14**	**78**	**4**	**2**	**65**	**1074**	**1135**	**992**	**675**	**548**	**396**	**5044**
1	GGASS KIBIYA	GOVT	1993	2	4	10	1	0	4	200	150	130	26	24	24	575
2	GSS DURBA	GOVT	2003	9	1	10	0	0	1	106	92	74	68	65	35	461
3	GSS KIBIYA	GOVT	2008	17	8	14	2	1	13	193	279	132	139	121	92	1011
4	GSS SAYASAYA	GOVT	2003	3	0	8	0	0	2	56	75	79	60	58	60	401
5	JSS BACHA	GOVT	2008	4	0	12	0	0	2	95	78	47	0	0	0	238
6	SIS TARAI	GOVT	2003	5	0	6	0	0	3	55	38	35	62	50	74	328
7	TAHZEEB KIBIYA JSS	GOVT	2008	1	0	3	0	0	2	39	23	37	0	0	0	105
	RANO LGA			**41**	**13**	**63**	**3**	**1**	**27**	**744**	**735**	**534**	**355**	**318**	**285**	**3119**
1	GGASS DANSHERE	GOVT	2008	4	1	2	0	0	0	106	62	69	0	0	0	244
2	GGJISS RANO	GOVT	2003	1	0	3	0	0	0	195	136	102	45	0	0	482
3	GGSS RANO DAWAKI	GOVT	1993	14	8	12	0	1	3	120	219	226	182	110	95	990
4	GJSS KURGUN	GOVT	2008	2		2	0	0	0	90	93	35	0	0	0	222
5	GJSS MADACHI	GOVT	2005	4	1	4	0	0	1	110	114	97	0	0	0	331
6	GJSS SAJI	GOVT	2006	1	0	3	0	0	0	21	25	22	0	0	0	72

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	WUDIL ZONE															
	GARKO LGA															
1	GGASS GARKO	GOVT	2005	10	1	10	0	0	7	240	278	139	178	96	38	997
2	GGJISS DAL	GOVT	2006	1	0	3	0	0	1	32	35	37	0	0	0	109
3	GGJISS GARIN ALI	GOVT	2007	3	0	3	0	0	0	24	53	64	0	0	0	147
4	GJISS DOKARE	GOVT	2008	2		1			1	50	68	0	0	0	0	122
5	GJSS BUDA	GOVT	2005	5	2	3	0	0	0	65	72	65	0	0	0	212
6	GJSS GARKO (DAUSAYI)	GOVT	2008	4		4	0	0	0	110	107	88	0	0	0	313
7	GJSS GARKO (SAWA)	GOVT	2007	5	0	5		0	1	60	120	120	0	0	0	311
8	GJSS KAFIN MALAMAI	GOVT	2005	4	1	3	0	0	2	90	70	80	0	0	0	250
9	GJSS LAMIRE	GOVT	2006	4	0	3	0	0	1	56	34	41	0	0	0	139
10	GSS DAL	GOVT	1983	5	5	6	0	0	2	85	112	100	83	88	52	538
11	GSS G/ALI	GOVT	1983	7	6	10	1	0	2	120	85	85	48	88	56	508
12	GSS GARKO	GOVT	1992	16	6	15	2	1	3	147	163	245	385	321	181	1485
13	GSS SASRINA	GOVT	2005	6	0	5	0	0	1	60	53	44	50	35	36	290
	SUMAILA LGA			**72**	**21**	**71**	**3**	**1**	**21**	**1139**	**1250**	**1108**	**744**	**628**	**363**	**5421**
1	GDASS KUNUM SUMAILA	GOVT	2005	12	3	10	1	0	2	120	120	105	152	72	77	674
2	GGASS SUMAILA	GOVT	1974	26	42	26	4	1	6	180	200	320	380	400	270	1855
3	GGJASS RIMI	GOVT	2007	2	1	3	0	0	0	60	58	40	0	0	0	164
4	GGJASS SUMAILA	GOVT	2005	2	4	6	1	1	2	120	129	142	0	0	0	407
5	GGJSS GALA	GOVT	2005	1	0	3	0	0	1	56	40	30	0	0	0	131
6	GGJSS SUMAILA	GOVT	2008	3	4	6	0	0	1	105	64	61	0	0	0	244
7	GJASS GANI	GOVT	2007	1	0	3	0	0	0	120	120	120	0	0	0	364
8	GJSS GALA	GOVT	2005	2	2	3	0	0	2	60	60	73	0	0	0	202
9	GJSS KANAWA	GOVT	2006	1	0	3	0	0	2	40	25	45	0	0	0	116
10	GJSS MAGAMI	GOVT	2005	3	0	3	0	0	0	40	48	25	0	0	0	119
11	GJSS MASSU	GOVT	2009	1		2				80						83
12	GSS RIMI	GOVT	1981	11	35	13	1	1	4	120	163	153	180	163	142	986

13	GSS SITTI	GOVT	1996	3	3	5	0	0	0	50	60	60	60	50	0	291
14	GSS SUMAILA	GOVT	1974	21	48	21	3	1	4	153	202	262	500	446	374	2035
15	SIS SUMAILA MA'AJI	GOVT	2004	5	6	8	0	0	3	163	133	91	90	80		579
	WUDIL LGA			**94** 83	**148** 111	**115**	**10**	**4**	**27**	**1467**	**1422**	**1527**	**1362**	**1211**	**863**	**8250**
1	GGI SS JUMAR DANFADAL	GOVT	2006	4	0	4	0	0	0	65	75	82	88	27	0	345
2	GGISS WUDIL	GOVT	2006	10	2	7	0	0	4	180	196	155	91	55	0	700
3	GGJSS DARKI	GOVT	2005	8	1	3	0	0	1	120	92	90	0	0	0	315
4	GGJSS INDABO	GOVT	2008	6	0	2	0	0	0	55	53	56	0	0	0	172
5	GGSS S/G WUDIL	GOVT	2005	19	9	9	0	0	1	191	191	136	97	104	37	794
6	GJISS JIGAWARE	GOVT	2008	1	0	2	0	0	0	33	16	58	0	0	0	110
7	GJSS ACIKA	GOVT	2006	1	0	3	0	0	1	30	48	36	0	0	0	119
8	GJSS WUDIL	GOVT	2005	8	0	10	0	0	2	200	203	300	0	0	0	723
9	GSCS WUDIL	GOVT	1977	29	30	18	3	1	10	0	0	0	432	432	479	1434
10	GSS DARKI	GOVT	1982	17	7	13	1	0	3	126	132	157	127	199	115	897
11	GSS INDABO	GOVT	2000	8	1	10	0	0	2	123	111	94	71	89	49	558
12	GSS LAJAWA	GOVT	2005	8	0	5	0	0	2	114	110	90	80	62	45	516
13	GSS UTAI	GOVT	2004	12	3	9	0	0	3	143	106	132	102	87	60	657
14	GSS WUDIL	GOVT	1992	26	10	17	3	1	5	340	202	265	321	305	321	1816
				157	**63**	**112**	**7**	**2**	**34**	**1720**	**1535**	**1651**	**1409**	**1360**	**1106**	**9156**

Total number of Teacher in wudil zone 323