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FINANCIAL SUSTAINABILITY AND THE PROVISION OF INFORMATION TECHNOLOGIES IN NIGERIAN SECONDARY SCHOOLS: SOCIAL NETWORKING IN VIEW

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Abstract
Recently, social networking is becoming an 'academic tsunami' to the educational system in Nigeria. By the late 1990s, things were changing as the knowledge of global environment problems emerged and it became much clearer that the fact of the 'natural' and social worlds were inevitably intertwined. Nigerians cherish inculcating social norms, teaching good habits especially good health habits, character and moral training and the development of sound attitudes. Hence, education given in schools is expected to assist the society in its attempt to socialize people. Differences in the provision of gadgets for information technologies to combat the challenges of social networking influence on the child schooling in Nigeria is anchored on funding by the so called proprietors either public or private. Secondary education in Nigeria has been identified as the link between the child from primary school and thus processed to face the tertiary education. This level of education in Nigeria had been confronted with several challenges on the qualities of inputs (students, teachers, curriculum, facilities-ICT gadgets inclusive) and the type of output they give to the larger society. As a survey method of descriptive research design, it makes use of some indicators for measuring the state of funding information communication technology in Nigerian secondary schools. Data were collected through the use of a validated questionnaire tagged Information Communication Technology Funding Questionnaire (ICTFQ) with a reliability coefficient of r = 0.85. The study covered 60 public secondary schools and 60 private secondary schools in South West Nigeria selected through a stratified random sampling method. The participants cut across 6000 different categories of students of the sampled schools. Data were analyzed through descriptive and inferential statistics tools to test the research hypotheses for the study. The result shows that there is a significant difference in the provision of ICT facilities between public and private schools, while there is no significant difference in the use of cell-phone browsing between public and private secondary school students. It was also discovered that there is a significant relationship between the social networking effect on the academics of male and female secondary school students. Based on the results, recommendations were provided such as increasing annual budgetary allocation to public secondary schools, a fresh approach to ICT so that students will learn to appreciate and value it thereby understanding it purpose and discontinue unnecessary hours students and instructors spend on internet. Cell-phone text messaging and e-mail provide additional platforms that support a new form of violence-cyberbullying that occurs when young people use electronic media to taunt, insult, or even threaten their peers should be eradicated in schools.

Keywords: hardware, software, asynchronous system, synchronous system, budgetary allocations, economic reality, social networking, service economy, cyberbullying, labour-intensive.

INTRODUCTION

On 26 December 2004, the largest earthquake in 40 years occurred beneath the Indian Ocean. This large wave known as tsunami, according to the report of United Nations estimated that more than 175,000 people had died and properties worth trillion of dollar including Information Communication Technology (ICT) destroyed (Giddens, 2009). The 2004 tsunami reminds us that natural process can be complex and unpredictable. It is noteworthy that the natural environment is an active force which often plays a large part in the shaping of societies. The Asian tsunami shows that in a globalized world, events thousands of miles away have a great impact on every one's lives. One wonders why the researcher is interested in events such as Asian tsunami though this was an example of the massive power of nature. The natural scientists investigated the non-human world, while the social scientists concentrated on people and their societies.

Recently, social networking is becoming an 'academic tsunami' to the educational system in Nigeria. By the late 1990s, things were changing as the knowledge of global environment problems emerged and it became much clearer that the fact of the 'natural' and social worlds were inevitably intertwined. Modernity has witnessed a much more rapid globalization of social life, connecting large-scale societies together in a whole variety of ways, from long-range economic exchanges and international political agreements to global tourism, electronic communications technology and more fluid migration patterns.

The change in the modern era is revealed with the rates of population growth and technological development. Livi-Bacci (1992) in a study of the global human population and its long-term growth reported that the global population rose from about 6 million to almost 6 billion by 1990 and in 2007 stood at 6.6 billion. This change of pace in the process of globalization introduced with the modern era, leading to a much more effective form of global society since the 1950s had become a topic of debate in developing world such as Nigeria and how it has affected the values and society's judgment/perception of social behaviours.

An overview of the National Policy on Education (Federal Government of Nigeria FGN, 2004) reveal that the curricular for all the levels of education, tend to point out that Nigerians cherish inculcating social norms, teaching good habits especially good health habits, character and moral training and the development of sound attitudes. Hence, education given in schools is expected to assist the society in its attempt to socialize people. Schools should therefore mirror the society and strike a balance between the child's society and education. For over a decade now, there tend to be conflict of interest between social networking on the part of the Nigerian child and what is expected at schools. Thus, it has been observed that the Nigerian schools are becoming secondary in terms of socialization while, the information technologies had taken the first place.

Funding Information Technologies in Nigerian Secondary Schools

Among all creature, man is known to be endowed with capacity to think systematically and creatively about his existence and his environment. The level of man's development of the mind and how he communicates manually and scientifically is a direct reflection of his intellectual capability and economic reality. In Nigeria, inequalities within education systems have proved remarkably persistent, particularly in relation to social class division. The educational opportunities for Nigerian child in schools had been linked to ownership provision of adequate funds to put in place the necessary learning equipment in a globalized world.

Economic restructuring which has reduced the need for heavy, manual work and workers in favour of post-industrial employment in the service sector has been a major structural factor favouring a better trained and educated workforce. Nonetheless, differences in the provision of gadgets for information technologies to combat the challenges of social networking influence on the child schooling in Nigeria is anchored on funding by the so called proprietors either public or private.

A cursory look at the trend of the Gross Domestic Product (GDP) of Nigeria

Table1: Economic Influence on Education and Macro Economic Indicators

Year	Consumer Expenditure in Education	% Annual Rate of Inflation	Total GDP £m	%Real GDP Growth
1998	2,44.9	10.0	79,493.9	0.3
1999	453.5	6.6	22,226.4	1.5
2000	556.0	6.9	32.371.4	5.4
2001	792.7	8.9	30,379.3	3.1
2002	769.6	12.9	31,002.0	1.5
2003	917.5	14.0	34,083.3	10.7
2004	978.7	15.0	35,154.5	8.0
2005	1,576.5	17.9	61,053.1	7.2
2006	1,814.4	8.2	62,679.9	5.6
2007	2,107.0	5.3	68,484.9	4.3

Source: Oyetakin & Rufai (2009:155)

From table 1, consumer expenditure on education continues to increase from 453.5m in 1999 to 556.0m in 2000; 792.7m in 2001 and 2,107.0 in 2007. This increase was in line with the annual population increase which induces enrolment. The attendant problem of inflation percentage growth as revealed by table 1 with the prevailing economic situation had affected the adequate funding of information technologies in Nigeria over the years.

It is necessary to note that many people in the developing world struggle to gain access to information technology education. Hence, global inequalities between the countries of the developed and developing worlds are even more of a challenge. Giddens (2009) and Babalola (2011) noted at various levels that oneway of comparing the world's nationally based education system is to look at government spending on education. In Nigeria, despite the fact that the Federal Government declared education as one of the highest national priorities, sectoral and budgetary comparison over the years has shown that the high priority accorded to education has not been complemented in practice.

Table 2: Federal Government of Nigeria Budget Allocation for Education as Proportion of Aggregate Budget Expenditure 2009 -2013 (N Billion)

Year	**Total Budget**	**Capital Exp.**	**Recurrent Exp.**	**Education**	**% of Aggregate Exp.**
2009	2,726.28	40.01 (17.8%)	184.67 (82.2%)	224.68	8.2
2010	4,079.65	53.67 (21.6%)	195.42 (78.4%)	249.09	6.1
2011	4,508.48	51.83 (14.5%)	304.67 (85.5%	356.50	7.9
2012	4,648.85	54.65(15.3 %)	342.73 (84.7%)	397.38	8.5
2013	4,987.22	71.94(17%)	360.82 (83%)	423.76	8.5

Source: Nwankwo (2013:28)

Table 2, suggests that during the five-year period the annual budget for the education sector has remained at between 6.1% and 8.5% per annum. For adequate funding of information technologies, the trend of annual capital expenditure of about $1/5^{th}$ of the recurrent expenditure need be addressed by the budgetary allocations since it negates the UNESCO Institute for Statistics (2008) position that the real value of educational investments by governments and families should reflect the 'Purchasing Power Parities (PPP$) of money.

According to Babalola (2011), the structure of African economy shows that the continent is dominantly a service economy. The implication of this is that the economy should be a knowledge-intensive one providing mainly, knowledge based services in which the product of the economy is expected to derive from information and knowledge while the production mix should bne human-human interaction instead of the human-machine relationships required for productivity in an industrial economy.

Challenges of Social Networking in Schools

Since the 1990s, the Internet, blogging, e-mail, and cell-phone text messaging have grown to play significant roles in the erosion of school safety. Violent, Internet-

based video games have also grown in popularity as cyber technology becomes more sophisticated. Computerized video games were first introduced to the public in the 1970s. Today, many popular video games feature high levels of realistic violence. How do children respond to video games? In research conducted by Ohio State University, psychologists explored the effects of violent video game exposure on children and adolescents. The Ohio State researchers found that high school students who had more exposure to violent video games held "more pro-violent attitudes, had more hostile personalities, were less forgiving, believed violence to be more normal, and behaved more aggressively in their everyday lives." However, in 2001, communications researcher John Sherry conducted a broad-ranged review of research focusing on violent video games and concluded that the "overall effect of these games on aggressiveness does not appear great." Cell-phone text messaging and e-mail provide additional platforms that support a new form of violence--cyberbullying. Cyberbullying occurs when young people use electronic media to taunt, insult, or even threaten their peers.

The above scenario revealed that for any nation to fit into the global knowledge revolution where modern ICT has transform labour-intensive tasks to robotics and sophisticated computer controls. The cross-border flows of knowledge and scholars increased differentiation in classroom practices necessitate a great attention on the funding of information technologies in the schools by the provider(s) of such education. Secondary education in Nigeria has been identified as the link between the child from primary school and thus processed to face the tertiary education. This level of education in Nigeria had been confronted with several challenges on the qualities of inputs (students, teachers, curriculum, facilities-ICT gadgets inclusive) and the type of output they give to the larger society.

The dearth of infrastructure in Nigeria, especially with the erratic electricity supply situation, compounded by lack of access to technology makes someone laugh because without power, there is no solid e-learning foundation. The independability of power is like putting the cart before the horse when discussing ICT. The economic financial outlook in Nigeria for almost a decade has been facing a downward trend. It has even reached a crises proportion. The financial market is collapsing while the capital market have been experiencing continuous crunch. The consequential effect of all these crises have been having a telling effect on general price level and cost of e-learning mode of education. A common problem, which complicates the practical cost of ICT gadgets, is inflation. The rule of the game is how inflation affects the funding of secondary education via the high cost of providing and sustaining information technologies in a developing country.

In an attempt to establish the analysis of financial sustainability and the provision of information technologies in Nigerian secondary schools, the author embarked on a study as reported in this paper.

STATEMENT OF THE PROBLEM

In Nigeria, for over two decades it was more or less difficult to protect education expenditures because all levels of education and other sectors rely heavily on the Federal and State government's allocation. The fundamental challenges associated with the funding of information technologies of secondary education in Nigeria rests on the population threats which has culminated into enrolment explosion in all levels of education in the country (Oyetakin, 2007). The researcher is particularly interested in this study because of the allegation from various quarters on the negative impact and control of information technologies particularly the confused secondary school students in this era of globalization. With this background, the researcher is carrying out a situational analysis of financial sustainability and the provision of information technologies in Nigerian secondary schools which has a chain effect on threatening the young people if not properly controlled by the school.

PURPOSE OF THE STUDY

The main purpose of this study therefore is to:

i. Determine the level of provision of information technologies in secondary schools in Nigeria as it affects students' social life and studies.
ii. Examine if lack of fund militate against the procurement of information technologies materials;
iii. Compare the difference in public and private secondary schools provision of information technologies.

The importance of this study cannot be over emphasized considering the fact that little research has been documented on comprehensive study conducted on financial sustainability and the provision of information technologies in Nigerian secondary schools

RESEARCH QUESTIONS

The following research questions guided the study:

1. What is significant difference in the procurement of ICT facilities due to fund between public and private schools?
2. Is there any difference in the use of cell-phone browsing between public and private secondary school students?
3. Is there any relationship between the social networking effect on the academics of male and female secondary school students?

RESEARCH HYPOTHESES

Ho:1 There is no significant difference in the procurement of ICT facilities due to fund between public and private secondary schools.

Ho:2 There is no significant difference in the use of cell-phone browsing between public and private secondary school students.

Ho:3 There is no significant relationship between the social networking effect on the academics of male and female secondary school students.

METHODOLOGY

Design

Descriptive research design of survey type was used.

Sample and Sampling Techniques

The target population from which the sample was selected consisted of 60 public secondary schools and 60 private secondary schools with 50 senior secondary school students from each school in South West Nigeria selected through a stratified random sampling method. The overall participants cut across 6000 different categories of students of the sampled schools.

Instrumentation

Data were collected through the use of a validated questionnaire tagged Information Communication Technology Funding Questionnaire (ICTFQ) with a reliability coefficient of r = 0.85.

RESULTS

Hypotheses Testing

The data were analyzed electronically with the use of Statistical Package for Social Sciences (SPSS) to statistically determine the difference between the dependent and independent variables, with t-test statistics for hypotheses one and two and correlation coefficient for hypothesis three.

Hypothesis One

There is no significant difference in the procurement of ICT facilities due to fund between public and private secondary schools.

In an attempt to test the first hypothesis, t-test analysis was employed.

Table 3*:* Summary of Difference in the Procurement ICT Facilities due to Fund between Public and Private Secondary Schools

Source	Mean	SD	SEM	df	t-cal	t-val	Sig.
Public Sec. Sch.	166129.13	2932.20	4204.02				
				2999	.767	.564	P<.05
Private Sec. Sch.	16423.03	4370.11	1140.80				

*Significant at 0.05 level.

In order to test this null hypothesis, t-test statistic was performed. This involved the treatment of responses of sampled students from public secondary schools and private secondary schools in Southwest Nigeria. The result shows that there is a significant difference in the procurement of ICT facilities due to fund between public and private secondary schools (t-cal=.767> t-val. = .564; P<.05).

Hypothesis Two

There is no significant difference in the use of cell-phone browsing between public and private secondary school students.

In an attempt to test this hypothesis, the preliminary descriptive computation of responses was subjected to t-test statistics to arrive at table 4.

Table 4: Summary of t-test in the Use of Cell-Phone Browsing between Public and Private Secondary School Students

Source	Mean	SD	SEM	df	t-cal	t-val	Sig.
Public Sec. Sch.	12619.23	2830.20	1354.27				
				2999	.124	.804	P>.05
Private Sec. Sch.	12323.20	2378.21	949.81				

Not Significant at 0.05 level.

In order to test this null hypothesis, t-test statistic was performed. The test performed showed that with means of 12619.23 for public and 12323.20 for private. Thus, the differences was not statistically significant (t-cal=.124< t-val. = .804; P>.05).See table 4.

Hypothesis Three

There is no significant relationship between the social networking effect on the academics of male and female secondary school students.

Table 5: Summary of Correlation between the Social Networking Effect on the Academics of Male and Female Secondary School Students

Variables	N	Mean	SD	r-cal	r-tab	Sig.
Male Students	3000	2830.20	9.8661			
				0.66	0.40	P>.05
Female Students	3000	2378.21	5.6965			

* Correlation is significant at 0.05 level (2-tailed)

Table 5 reveal that there is a positive and significant relationship between the social networking effect on the academics of male and female secondary school students in Southwest Nigeria. Thus, r- cal > r- tab (r=0.66, P<0.05). This implies that the null hypothesis is rejected.

DISCUSSION

In the more sophisticated societies, it is not enough today merely to have an introduction to the three R's. The complexities of modern life require that people know vastly more than their parents did if they are to make a decent living, and if the society of which they are a part is to prosper. As revealed by this study, this position of the modern world is becoming a 'toast of red-wine killing the living spirit created by the parents, school, and religions'. Many school violence statistics caused by the wrong usage of social networking facilities as revealed by

this study was corroborated by Baker, Mack Moffitt, and Mednick, (1989).

On the significant relationship between the social networking effect on the academics of male and female secondary school students this study disagrees with the submission of Piquero and Mazerolle, Paul (2001). The differential provision of facilities between public and private secondary schools in Nigeria as revealed by the study is also supported by finding of Odunayo (2013) which identified the facilities variations in secondary schools as provided by the proprietors.

CONCLUSION

As with schools and families, communities can neglect children. If our communities are not responsive to the needs of families and their children in terms of regulating the information technologies gadgets negative stimuli to academics and value changes of the secondary school students in Nigeria, this neglect can develop into school and societal violence.

RECOMMENDATIONS

Based on the results, recommendations were provided such as:

1. Nigerian governments should increase the annual budgetary allocation for the procurement of ICT facilities to public secondary schools.
2. Proprietors of private secondary schools in Nigeria should be monitored in order not to emphasize more profit making at the expense of provision of enough ICT facilities that will assist in addressing the social networking effect of the students outside the school.
3. The use of cell-phone by secondary school students should be discouraged during teaching hours except when entrenched in the school time-table on when to use for browsing.
4. Parents and school authorities should adopt a fresh approach to ICT so that students will learn to appreciate and value it thereby understanding it purpose and discontinue unnecessary hours students and instructors spend on internet.
5. There should be an enactment of law that should checkmate the use of Cell-phone text messaging and e-mail violence-cyberbullying that occurs when young people use electronic media to taunt, insult, or even threaten their peers in schools.

IMPLICATION FOR PRACTICE

It is strongly hoped that information provided by this investigation would help policy makers, schools and parents on refocusing the direction on ICT facilities procurement and monitoring social networking excesses as it affects the concentration of secondary school students in their academic works.

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