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Gender Assessment of Computer and Internet Usage among Student Teachers in Ekiti State Tertiary Institutions

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Abstract.
The study investigates the usage of computer and Internet resources (IR) among 240 student teachers randomly selected from the Ekiti State University and College of Education Ikere, using a validated questionnaire. Data analysis involves the use of frequency counts, percentages as well as Likert-type scale. Findings show a high level of awareness of online resources among the student teachers; however, the men were more informed than the women. The Ekiti State University students, irrespective of gender, have access to the use of most internet resources than their counterparts from the college of education. Smart phones and computers from Internet café were the major sources of access to IR while Networking, Music and educational resources recorded the highest usage of IR. The majority of the students are not versed in computer usage as they access to it in the classrooms and homes. The significant challenges of internet resource usage witnessed, (irrespective of gender) are; inadequate power supply; lack of computer skills among teachers; poor internet connectivity, lack of skilled manpower and financial constraints. The study recommends the need to review the educational curriculum and integrate Computer and Internet usage into the teacher's education. The Ekiti State Government and voluntary Organizations should extend the distribution of computers to the higher institutions in the state. The female student teachers should be encouraged to increase their usage of internet resources. Students from the college of education should be encouraged to utilize internet resources to enhance their performance in the classroom and global economic transformation.
Keywords: Gender, Internet Usage, Internet Resoources, Student Teachers.

1. Introduction

Higher education is undergoing significant changes globally; Stallings (1997) stated that legislators, funding agencies and consumers of higher education, are demanding approximate learning outcomes from graduates to function effectively in the global economy. This necessitates the acquisition of broader knowledge and training in information literacy. Information literacy according to Amalau *et al,* (2009) incorporates library literacy, media literacy, computer literacy, research literacy, and critical thinking skills. The achievement of the skills needed could be possible by embracing the use of electronic based information and communication technologies. According to Khorrami-Arani (2001), computers have made a dramatic impact in the field of education by providing new tools to access information, knowledge sharing and management. For instance, teachers and students used computers and the internet in all subject areas 'in schools'. Suggestions, lesson plans, practical supports, information and materials can be accessed by teachers through the internet. Readymade lesson plans and suggested activities on a broad array of topics can be found in the teacher's website. Listserv and bulletin boards can be used by teachers all over the world to share their best lesson plans and suggestions with each other. It can also be used as communicating tools by all members of the education field. Listserv can be used to get the latest news on any subject matter as well as to proffer solutions to specific student's needs. Books and materials can be located and purchased online by teachers and students. Search engines can be used in discovering a mirage of information (Julie-Ann, 2004). The internet keeps teachers up to date when they join in on forums and blogs about teaching practices (EU, 2010). Teacher can also improve themselves through online courses. According to Kimberly (2010), a computer can make a teacher's life easier and very efficient. Students also need a high level of literacy in every phase of their education. Considering the complex information and communication technology environment and the increasing global interactions, there is the need for outstanding student's communication and information skills to function efficiently in the society. ICT is a tool necessary for the attainment of the Millennium Development Goals (Koffi Anna, 2005, Nduke, 2007). Access to computer by students at school could be a great leveler (NEA, 2008). Computer soft wares are highly efficient tools for learning difficult/ abstract skills particularly, in Mathematics, Physics and Music (Mun and Davis, 2003). Literacy games are also available online and for downloading. The use of e mails has made it possible for students and teacher worldwide to interact with each other and has helped in improving the writing skills of

students. The internet has made it possible for students, and teachers to learn and connect with each other as well as provide an avenue for fun for both students and teachers alike. Kofi Anan (2005) viewed ICT as the key to unlock the doors of the educational systems. The computer and its related technologies according to Adeyemo (2010) have formed an integral part of everyday life that it must be an ingredient in educating for participation in present and future society. The computers are essential tools, required for student teachers, to fit into the global information and communication technological development of the 21st century. In the developing countries, ICT can be used to compensate for the inadequate well trained teachers and unavailability of equipment in the educational sector.

The benefits of ICT to Classroom and education process

ICT:

- Offer the opportunity for more student centered teaching,
- Provide greater opportunity for teacher-to-teacher and student-to student communication and collaboration,
- Give greater exposure to vocational and workforce skills for students,
- Provide opportunities for multiple technologies delivered by teachers,
- Create greater enthusiasm for learning amongst students,
- Provide teachers with new sources of information and knowledge,
- Prepare learners for the real world, and
- Provide distance learners country-wide with online educational materials

According to Wadi and Sonia (2002), ICTs can enhance the quality of education by increasing learner's motivation and engagement; facilitating the acquisition of essential skills; and enhancing teacher training.

Despite the relevance of computer and internet in the world educational systems, its application and use in a developing economy has not gained significant attention as expected, in particular among the student teachers, who are expected to impact such knowledge to the next generation, through primary and secondary education. Teaching in the Nigerian primary and secondary institutions is dominated by both male and female gender. According to the Ministry of Education Digest of Statistics (2010), the percentage distribution of school teachers in Nigeria secondary schools from 2006-2010 was 58 males to 42 females while that of the primary school teachers at the same period was 51 males to 49 females. Also, the NBS (2011) factsheet indicated the percentage of male/female enrollments in National Certificate of Education (NCE) as 51.1 males to 48.9 females. For polytechnics, there were 72.3 to 27.7 females, while the University had 61.6 males to 38.4 female's students' enrollments. Despite the high percentage of women involved in teaching, studies have shown that female student teachers in tertiary institutions have less access to the usage of internet. According to Alison *et al* (2010), women internet users in almost all developing countries are very few, and not representatives of the countries. In the developed World, evidence shows a higher proportion of Internet usage among the people, irrespective of gender and ages. For instance, Nancy (2003) report shows that 69 percent of all American adults have access to Internet Usage while on gender basis; it is a ratio of 73 men to 65 women. However, gender differences in internet usage predominate in India, Indonesia and Korea (Nancy, 2003). In India, the proportion of males to females' internet users was 77:23 (NASSCOM, 1999). In 2001, a few (20%) of internet users in Indonesia were women (Indonesian Association of Internet Service Providers, 2001), also at the same period in Korea, the proportion of males to females was 57.1:42.9(KRNIC, 2001). Alison *et al* (2010) revealed that Internet usage is not common in Africa; the report shows that only 10percent of the population in most African countries used the Internet. In South Africa and Kenya about 15 percent of the population uses the internet with twice as many men using it as women. The same report showed that less than 10 percent of people in Mozambique, Rwanda, Uganda, Ethiopia and Tanzania know what internet is while less than 5 percent utilize it, with more men than women. However in Cameroon, significantly, more women than men know what internet is, but there is equity in internet and email usage among them (Alison *et al*, 2010). The 'ICT Africa report' did not have accurate data on internet usage in Nigeria. It is evident that data on gender and ICT usage in Nigeria is limited.

The Ekiti state government has an eight point agenda for economic transformation, among which the development of the educational sector is one. One of the keys to attaining improvement in the educational sector is pursuing of the human development goals. In an attempt to achieve this goal, the State government embarked on the distribution of laptops to students and teachers of secondary schools within the state in 2012; however, the tertiary institutions where the teachers are trained do not benefit from this development policy. Since the tertiary institutions engaged in the training of prospective teachers, the study aimed at investigating gender distribution of computer and Internet resources usage among student teachers of tertiary institutions in Ekiti State. The specific objectives of the study include: to

- Assess the level of awareness of internet resources by gender
- investigate the proportion of male and female student teachers that have access to computer and

internet resources
- identify the source of accessibility to internet resources
- determine the frequency of use of computer/internet resources
- identify the obstacles faced in the use of internet resources

2. Methodology

The study was carried out in Ekiti State. Two Local Government Area (LGAs) Ado and Ikere LGAs were purposively selected based on the fact that the two tertiary institutions that run teachers' education programmes were located there. The two higher educational institutions selected were Ekiti State University, Ado-Ekiti and College of Education, Ikere-Ekiti (University of Nsukka affiliate programmme)**.** The faculties of education of the two institutions run a four year degree programmes in education, leading to the award of Bachelors of Art/ Science in education. Each year is a level of the period to be spent in the institution. Thirty students were selected from each level of both institutions, thus forming a total of 240 respondents. Information was elicited through a validated and pretested questionnaire while data were analyzed by Frequency counts, percentages as well as Likert-type scale.

3. Results and Discussions

3.1. Gender disaggregation of the level of awareness of online educational resources by student teachers

The level of awareness of online educational resources by student teachers was subjected to a four-point scale of High Awareness, Average Awareness, Low Awareness and Not Aware, with the score ranging from 4-1, in a descending order, High Awareness scoring four points. The total score for each variable was sought while the mean score (2.5) was derived thereafter. Going by the mean score, any variable with score equal to or greater than 2.5 indicates that the respondent was aware of its use as online educational resources, however any score below 2.5 was considered to be unaware of by students as online educational resources. Table 1 shows that both the male and female students' teachers were aware of the following online educational resources: Networking and connection (x=3.42 & 2.96); educational resources on different subject matters (x= 3.13 &3.04); music resources (x= 3.33 & 3.07); references and research (x= 2.95 & 2.71); Scholarships and grants (x=2.84 & 2.98); training programs (x=2.73 &2.75) respectively. The males were also aware of online educational resources for classroom teaching and learning (x=2.90); sports resources (x=2.90) and online educational / learning games (x= 2.75). However, the females were not aware of online classroom teaching and learning resources, sports resources and educational/ learning games.

It could be said that though there is a high level of awareness among the male and female student's teachers of online resources, the male student teachers were more informed than the female student teachers. The low level of awareness of the females on the use of online resources for classroom teaching / learning might result from the unavailability / limited use of those resources in the institutions under investigation and the fact that women are less inquisitive than men, when it comes to information seeking behaviour. The low awareness of the females on the use of online sport resources and educational games might result from the lack of interest of most womenfolk in sporting activities. Very few women do participate in sports in Nigeria. This might be due to the low incentives received from participation and the multifaceted roles played by women at home, in the work place as well as the society, which choked their time and consequently their involvement in extra-curricular activities.

3.2. Gender disaggregation of student teachers access to internet facilities

Data in table 2 shows that 96.67 percent of the men had access to Desktop and Smart Phones respectively, 56.67 percent had access to Laptops, 36.67 percent had access to Wi-Fi while 25.

For women, 98.33, 65.0, 50.0, 8.33 and 6.67 percents of them had access to smart phones, desktops, laptops, modems, and I-pads respectively.

It could be inferred that a majority of the men accessed the internet through the Desktops and I phones as well as laptops. The most common sources of internet access by women are the smart phone followed by the desktop and laptops. The use of Wi-Fi, Modem and I-pad is very low among men and women. It could also be inferred that men used almost all the internet facilities more than women.

The use of smart phone is common among men and women student teachers due to the fact that smart phones is the most affordable of all internet by all the students irrespective of gender and it can also be taking to anywhere and utilized everywhere. The use of desktop by most men and women might be due to the fact that desktops are commonly used in all the internet cafes around the two institutions. The cost of purchase of desktop has reduced drastically when compared to laptops and I pads.

Also, the low accessibility to the use of I pad, modem and Wi-Fi might result from the high cost of I pads and the Non possession of Desktops and laptops which can afford them the possibility of using a modem and Wi-Fi facilities. The findings confirm that student teachers in the two higher institutions are still lagging behind in

terms of internet access. The low accessibility of internet facilities by both men and women student teachers might have a negative consequence on their being internet compliant and the ability to flow with the information age. This might also have a multiplier effect on the functions they could perform as teachers after graduation from the University systems.

3.3. Gender and Institutional Disaggregation of Internet facilities accessed by the respondents

The study investigates if there are institutional differences in internet accessibility among the respondents. Data in figure 1 shows that a majority of the male students in the college of Education accessed the internet via smart phones and desktops (46.67% respectively) while most of the women (48.33%) accessed the internet via smart phones while a few (23.33%) accessed via desktop. The use of laptops was limited among men and women from the college of education. None of the men from the same institution used I pads and Wi-Fi. For Ekiti State University, most of the men had access to desktops and smart phones (50%), 41.67 percent of them had access to laptops while 36.67 percent used Wi-Fi. The use of modem and I pad was limited among them. Most of the women from the same institution had access to smart phones (50%), desktops (47.50%) and laptops (45.83%). All others- Wi-Fi, Modem and I pads recorded very low percentages.

It could be inferred that the students' teachers of Ekiti State University, irrespective of gender, have access to the use of all internet facilities than their counterparts from the college of education. The institutional differences in access to internet facilities might result from the differences in the settings, the educational challenges as well as the differences caused by the environment. Low access to internet facilities by the student teachers from the college of education might affect their overall performance and the ability to fit into the information world.

3.4. The source(s) of accessibility to Internet Resources (IR)

Information in figure 2 shows the various sources of accessibility to internet resources. Fifteen percent of males and 10 percent of the females had access to Internet resources in the classrooms, 55percent of males and 30 percent of the females had access to IR in the school library, 65percent of males and 37.5 percent of the females had access to it in the computer laboratories, 93.33 percent of males and 55 percent of the females had access to it via Internet café, 96.67 percent of males and 83.33 percent of the females had access to it through smart phones while 25 percent of males and 18.33 percent of females had access to internet resources at home.

A greater percentage of males than females had access to all sources of Internet resources available to the respondents. The most common source of internet resources accessible to both male and female student's teachers is the smart phones and Internet café while their least common source of Internet resources accessible is the classrooms and the homes. The study revealed that teaching in most tertiary institutions in Ekiti State is dominated by the use of traditional resources as the classrooms are devoid of internet facilities. Most homes also lack internet facilities. This pre-disposes the student's teachers to the use of Internet café and Smart Phone. Phones are very expensive to purchase while the cost of access to Internet facilities is very high. Lack/ low accessibility to Internet facilities in the classroom and homes might have a negative effect on internet usage, as they are not trained on how to use Internet facilities. Exposure to the use of Internet resources at café might result in wrong usage in the forms of watching pornographic films and Internet frauds. It will also affect their ability to benefit from information flow from other colleagues across the globe, all these affects the standard of education in the country.

3.5. The various uses of internet resources among gender

The various uses of internet resources according to the respondents are networking and connections, educational resources on different subject matter, class teaching and learning, music resources, research & references, Sports resources (educational games) and training, scholarships & grants (Table 3). Of these variables, networking and connections as well as research and references (86.67%) recorded the highest percentage usage among the male student teachers. Other uses include educational resources on different subject matters (79.16%), music and sports resources / educational games (66.67%respectively), training, scholarships and grants (51.67%). The use of internet for classroom teaching and learning recorded the lowest percentage. In terms of the female student teachers, educational resources on different subject matters (66.67%), networking and connections as well as music resources (65.0%) recorded the highest percentage usage, this is followed by research and references (55.83%). All other uses recorded very low percentages.

Data in table 4 shows the frequency of usage of internet resources among both genders. The total scores for each variable were sought while the mean score was determined, Any variable with a mean score greater or equal to 2.5 is considered to be significant while those below it is considered insignificant. Going by the mean score, table 5 shows that networking and connections (x=3.16 & 2.96), music resources (x=3.33 &2.90)and educational resources on different subject matters (x=2.95 &2.88) were rated highest (1^{st} -3^{rd} positions) by both the male and female student teachers. Other significant variables among the males include usage for references and research (x=2.62) which occupied the fourth position and internet usage in search of training, scholarship and grants (x=2.51). However, classroom teaching and learning and sports resources/ educational games fell below the mean score. This signifies that the male gender rarely uses internet resources for those functions. The

functions that occupied the first three positions were the general usage of internet resources among the female respondents.

This shows that the female student teachers rarely uses internet resources for classroom teaching and learning, references and research, sports resources/ educational games, as well as in search of trainings, scholarships and grants.

The male student teachers used internet facilities for a wide variety of programs than the females. The prominent usage position occupied by networking and connections among the male and female student teachers might result from the roles played by networking in people's life. According to Davies (2013), networking helps to strengthen an individual's personal and professional structure. It is a great way to find out about internships or new employment opportunities. . According to an article in Independent Business Network Incorporated, it is estimated that 55% to 80% of jobs are found through networking. Networking can also be vital to seeking admission for further education. According to Eric *et al* (2009), social networking have helped in shaping the new ways in which people communicate, collaborate, operate, and form social constructs. Recent research shows that technologies are shaping the way we think, work and live.

Also the prominent position occupied by music occurs because music is the key to creativity. Music feeds the mind and thus stimulates creativity. Listening to instrumental music challenges one to listen and tell a story about what one hears. In the same sense, playing a musical instrument provides the ability to tell the story without words. Music makes learning more permanent and enjoyable. It can be very engaging in the classroom and is a great tool for memorization. In raising children, music education can be used to keep kids focused and keep them off the streets. It is a known fact that some forms of music can influence children in negative ways-it has the power to influence the way we dress, think, speak, and live. Music is a universal language as there are no boundaries to understanding music. Music can create moods and emotions. It can also provide a form of networking.

The last position occupied by usage of internet resources for classroom teaching and learning could be affected by several factors among which are costs, teachers attitude to internet facilities, power outage, lack of skills in handling internet facilities as well as unavailability of facilities for use by teachers.

3.6. The challenges of Internet Resources Usage

Data in table 5 shows the challenges of internet resource usage among the student teachers. The challenges include; inadequate ICT infrastructure; poor internet connectivity; lack of skilled manpower; high cost of purchasing computers; financial challenge; lack of internet skills among teachers; and lack of spare parts for repairs and maintenances. The table shows that all the challenges indicated affect both male and female genders considerably. However, inadequate power supply, lack of computer skills among teachers, poor internet connectivity and lack of skilled manpower recorded the highest percentage response among both genders. Thus, it could be inferred that the significant challenges of internet resource usage among student teachers are power outage, lack of computer skills among teachers, poor internet connectivity and lack of skilled manpower.

4. Summary, Conclusion and Recommendations

4.1. Summary

The study was carried out to investigate the usage of computer and Internet resources among student teachers in Nigeria, with special focus on tertiary institutions in Ekiti State. The specific objectives of the study include: to investigate the level of awareness of internet resources by gender; assess the proportion of men and women student teachers that have access to computer and internet resources; identify the source of accessibility to internet resources; determine the frequency of use of computer/internet resources and identify the challenges of internet resources usage. A total of 240 student teachers were randomly selected from the two tertiary institutions that run degree programmes on teachers education in Ekti state. A validated and pretested questionnaire was used to elicit information from the students while Frequency counts, percentages as well as likert-type scale was used in data analysis.

Findings show that the male and female student teachers were aware of networking and connection, educational resources on different subject matters, music resources, references and research, fictions, Non Fictions, and training, scholarships and grants programs respectively. The males were also aware of online educational resources for classroom teaching and learning; sports resources and online educational / learning games. However, the women were not aware of online classroom teaching and learning resources, sports resources and educational/ learning games. Majority of the men accessed the internet through the Desktops, I phones and laptops. The most common sources of internet access by women are the smart phone followed by the desktop and laptops. The use of Wi-Fi, Modem and I pad is very low among men and women.

A greater percentage of males than female respondents had access to all sources of Internet resources available. The most common source of internet resources accessible to both male and female student teachers is the smart phones and Internet café while the least common source of Internet resources accessible to them are the

classrooms and the homes

Internet resources were used mostly for networking and connections, research and references among the male student teachers. Other uses include; educational resources on different subject matters, music and sports resources / educational games, training, scholarships and grants. The use of internet for classroom teaching and learning recorded the lowest percentage. In terms of the female student teachers, educational resources on different subject matters, networking and connections, music resources and research and references. Networking and connections (x=3.16 & 2.96), music resources (x=3.33 &2.90)and educational resources on different subject matters (x=2.95 &2.88) were rated highest (1^{st} -3^{rd} positions) as the most frequently used internet resources by both the male and female student teachers. The challenges include; inadequate ICT infrastructure; poor internet connectivity; lack of skilled manpower; high cost of purchasing computers; financial challenge; lack of internet skills among teachers; and lack of spare parts for repairs and maintenances

4.2. Conclusion

There is a high level of awareness among men and women student's teachers of online resources, however, the men were more informed than the women. The students' teachers of Ekiti State University, irrespective of gender, have access to the use of all internet facilities than their counterparts from the college of education. Teaching in most tertiary institutions in Ekiti State is still dominated by the use of traditional resources as the classrooms are devoid of internet facilities. Most homes also lack internet facilities. This pre-disposes the student's teachers to the use of Internet café and Smart Phone. The male gender rarely use internet resources for classroom teaching and learning and sports resources/ educational games The female student teachers rarely use internet resources for classroom teaching and learning, references and research, sports resources/ educational games, as well as in search of trainings, scholarships and grants. The significant challenges of internet resource usage among student teachers, irrespective of gender are; power outage; lack of computer skills among teachers; poor internet connectivity, lack of skilled manpower and financial constraints.

4.3. Recommendations

Based on the findings of the study, the study recommends the following: There is the need to review the educational curriculum and integrate Computer and Internet usage into the teacher's education in Ekiti tertiary institutions. This will involve the creation of ICT policy for education

There is an urgent need for Schools to revise the present teaching practices and resources to create effective learning environments for the student teachers. In an attempt to achieve this, the classrooms should be equipped with computers and internet facilities.

The Ekiti state Government should extend the distribution of computers beyond the secondary schools to the higher institutions in the state.

More voluntary organizations should be encouraged to donate/ fund computer laboratories in all the faculties in the University for wider coverage. There is the need for evolution in educational practices and approach to instructions to align with the processes and operations of the world outside the school so that the students can transfer the knowledge gained from the use of internet facilities outside the classroom to their teaching learning situations.

The female student teachers should be encouraged to increase their usage of internet resources to enhance their flow with the information age. Students from the college of education should be encouraged to utilize internet resources to enhance their performance both in and outside the classroom.

There is the need for urgent intervention in the Nigerian power sector, as this will provide solutions to several challenges paralyzing the nation's economy.

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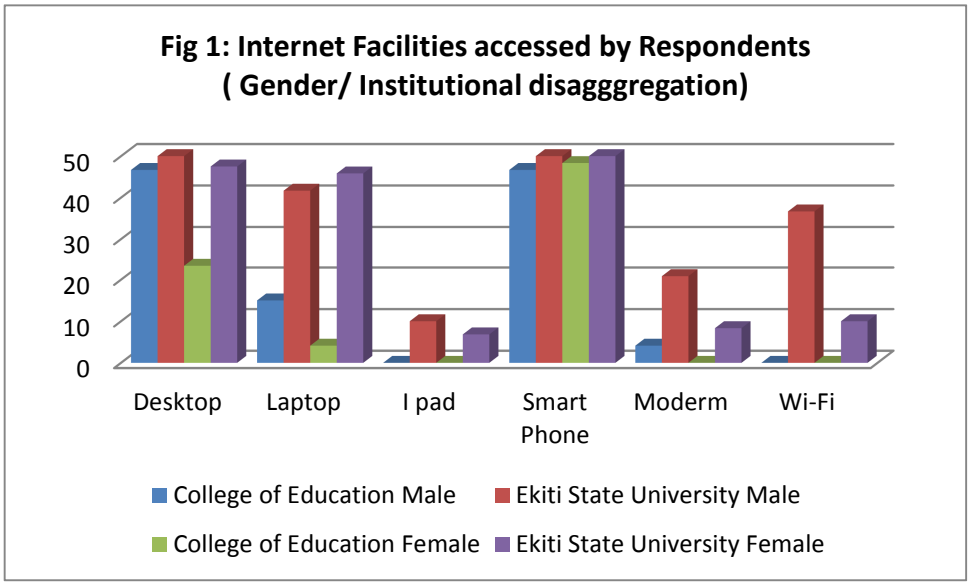

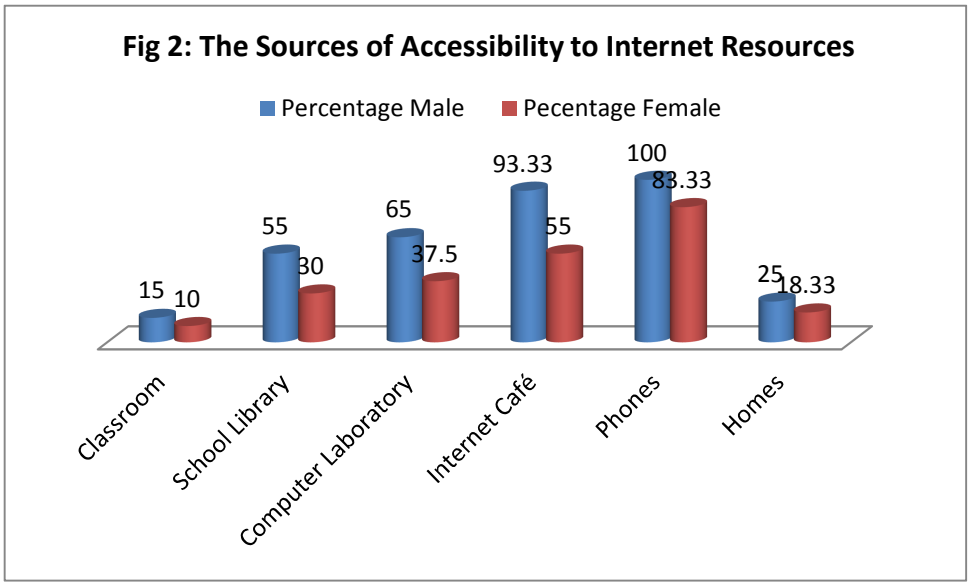

Table 1: Gender disaggregation of the level of awareness of online educational resources by student teachers

	Men				Total	D	Women				Total	D
	HA	AA	LA	NA	T	M	HA	AA	LA	NA	T	M
Networking and connections	280	105	20	05	410	3.42*	220	90	20	25	355	2.96*
Educational resources on different Subject matter	200	90	70	15	375	3.13*	180	135	40	10	365	3.04*
Classroom teaching/learning	184	120	20	24	348	2.90*	90	90	24	42	246	2.05
Music resources	280	75	40	05	400	3.33*	200	114	44	10	368	3.07*
References and research	220	72	42	20	354	2.95*	140	120	40	25	325	2.71*
Sports resources	184	120	20	24	384	2.90*	88	42	96	20	246	2.05
Scholarships and grants	220	30	62	29	341	2.84*	200	120	16	22	358	2.98*
Training programs	180	87	20	41	328	2.73*	140	120	50	20	330	2.75*
Educational/Learning games	180	90	30	30	330	2.75*	88	42	96	20	246	2.05

Not Aware (1), low awareness (2), Average awareness (3), High awareness (4)

Table 2: Gender disaggregation of student teacher's access to internet facilities

Internet facilities accessible to the respondents	Men		Women	
	Frequency	Percentage	Frequency	Percentage
Desktop	116	96.67	78	65.0
Laptop	68	56.67	60	50.0
I pad	12	10.0	08	6.67
Smart phone	116	96.67	118	98.33
Modem	30	25.0	10	8.33
Wi-Fi	44	36.67	12	10.0

Table 3: The various uses of internet resources among gender

Uses of internet resources	Men		Women	
	Frequency	Percentage	Frequency	Percentage
Networking and connections	98	86.67	78	65.0
Educational Resources on different subject matter	95	79.16	80	66.67
Class teaching and learning	18	15.0	12	10.0
Music resources	80	66.67	78	65.0
Research &References	98	86.67	67	55.83
Sports resources (educational games)	80	66.67	25	20.83
Training, Scholarships & grants	62	51.67	35	29.17

Table 4: Frequency of use of Internet Resources

Variables	Male		Female	
	Mean	Rank	Mean	Rank
Networking and connections	3.16*	2nd	2.96*	1st
Educational resources on different Subject matter	2.95*	3rd	2.88*	3rd
Classroom teaching/learning	1.68	6th	1.47	7th
Music resources	3.33*	1st	2.90*	2nd
References and research	2.62*	4th	2.33	4th
Sports resources (Educational games)	1.68	6th	1.50	6th
Training, Scholarships and grants	2.51*	5th	1.73	5th

Table 5: The challenges of Internet Resources Usage

Challenges of internet resources usage	Men		Women	
	Frequency	Percentage	Frequency	Percentage
Inadequate ICT Infrastructure	80	66.67	100	83.33
Poor internet connectivity	108	90.0	112	93.33
Lack of skilled manpower	88	73.33	112	93.33
Computers are expensive	115	95.83	65	54.17
Financial challenge	108	90.0	78	65.0
Inadequate power supply	118	98.33	116	96.67
Most teachers lack computer skills	102	85.0	116	96.67
Lack of spare parts for repairs & maintenances	65	54.17	112	93.33