

# The Awareness of the Secondary School Students on the Importance of Communication System in Osun State, Nigeria

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Abstract: 4,800 open questionnaires were distributed to 4 Local governments, namely; (Ife East, Ife South, Ife Central and Ife North), local government areas, in Ile – Ife Kingdom of Osun State, Nigeria. Out of which 1,200 each was used in each local government. A total of forty-eight secondary schools were visited and sampled, out of which 100 students, both males and females were chosen from (JSS I, JSS II, SS I, SSII, and SS III) respectively. It was gathered that above 75% of the secondary school students supported, that communication system was very important in Osun State, while less than 25% of the secondary school students, could not even understand whether communication system has any importance or not. The results from the questionnaires when using Pearson two-tailed correlation coefficient however revealed that there was no significant difference from all the secondary school students visited and sampled, (p < 0.01) and (p < 0.05) table 6. This shows a strong positive correlation, which implying that, communication system is strongly influenced and enhanced the students support in Osun State, and therefore has made the research work to become a reality, (p < 0.01) and (p < 0.05) table 6. The reasons may be due to the fact that in our secondary schools level and beyond, the communication system enables the successful transmission of idea by using text messages through a device, pointing and using hands, facial expression among students to students, adults to adults, or any other important information among individuals to individuals, variety of facilities making process to communicate with each other or talk to each other, alerting a process to the occurrence of some events, workers to workers, business to business (B2B), business to customers (B2C), etc. possible. Pie chart was used in this study, to depict the summary data analysis of each of the local government areas sampled in Ile – Ife Kingdom, of Osun State Nigeria.

Keywords: 4 Local Governments, Osun State, Secondary School Students, Pearson Correlation

# 1. Introduction

Communication is the sharing of meaningful information between two or more people with the aim of receiving understanding the sender's intended massage. The goal of communication is to convey information and the understanding of that information from one person or group to another person or group. Good communication is where the sender transmits a relevant timely message that the recipient understands and is able to use, in management context, for planning, controlling, decision making or organising as required. A general outline of features common to all practical communication which are always presents regardless of the size or sophistication of the system, best known as elements of communication system are: (i) SOURCE: where message is transmitted through encoder. (ii). ENCODER: where all messages originate in a person's mind and the process of encoding is the way that the message is written down or spoken in order to be able to communicate with another person. Variation in word connotation by different people can alter the meaning of a message and voice emphasis and / or facial expressions and / or gestures all play a part in the encoding process when conversation is used. It will be realised that the way we convey meaning by the written word, figures, diagrams and speech to an individual, often idiosyncratic process. Here the message is passed through a channel. (iii). A CHANNEL: this is the means by which the information is carried, e.g. the internal mail system, external postal services, telephones and

telecommunication networks, television, radio, satellite links and so on. Channels are not perfect because distortion, losses and delays may occur. Care must be taken by the designers to ensure that the correct type of channel is used having regard to such matters as urgency, sensitivity, need for security and accuracy, type of information and cost effectiveness. This will pass the information to the receiver through a decoder en-route noise. (iv). NOISE: the term is used in communication theory for anything which causes the message at the receiver to be different from the message that went into the transmitter e.g. poor or illegible writing, accents, bad form design, poor picture quality, loss or damage, actual physical noise, etc. (v). DECODER: this is the process of achieving understanding from the message. In general, people read, see, and hear what they want to read, see and hear so that decoding is an individual process. Different people are likely to derive different meanings from the same message, influenced by their experience, attitudes and value systems. Information is then pass through to the receiver. (iv). THE RECEIVER: That get the information to its DESTINATION. However, in any good communication, the following are some of the barriers that may occur: (a). Differing background: of sender / recipients (b). Differences: in age, gender, education, status, race, class, etc. May cause consequently differences in interpretation and misunderstandings may occur. (c). Language of message: The poor use of language, excessive and or unexplained terminology and jargon, ambiguities, etc. (d). Volume of message: The volume may be inadequate for the intended purpose or excessive, causing information overload. (e). Distortion / withholding: For political / personal / status reasons, information may be withheld or misrepresented. (f). Organisation structures / bureaucracy: If message has to be passed through several levels of the organisation and / or there is an excessive amount of checking and authorisation, it is likely that message may be distorted, forgotten or delayed. (g). Inappropriate presentation: The method of presentation should take account of the recipient and the purpose of the message. (h). Isolation / distance: These may cause communication difficulties but this is a declining problem with the range of modern communication facilities, e.g. email, telephones, faxes, video conferencing, etc.

With the smooth flow of information, the study in the classification of Telecommunication lines can be classified as either (i). SIMPLEX-LINE COMMUNICATION: that allows transmission of data in one direction only, e.g. Television. (ii). HALF DUPLEX-LINE COMMUNICATION: that allows transmission of data in both directions but not happening simultaneously, e.g. Telephone and Handset (GSM). (iii) FULL DUPLEX-LINE COMMUNICATION: that allows transmission of data in both direction simultaneously, e.g. Using (VDU), correcting and printing; browsing through internet or communicating with friends,  $\mathbf{B}\mathbf{Y}$ chatting, dating. (iv) **OPTICAL** etc. COMMUNICATION SYSTEM: In an optical communication system, the transmitter converts the information into an optical signal (signal in the form of light)

and the signal then reaches the recipients who decodes the signal and responds accordingly, e.g. overhead traffic light, the safe landing of helicopter and aeroplanes. (v). BY TACTICAL COMMUNICATION SYSTEM: where communication varies according to environmental condition or prevailing situation couple with support of securable tactical forces among mobile users, based on available resources e.g. voice, data, video, etc., so as to facilitate command and control. (vi). RADIO COMMUNICATION SYSTEM: here, the information flows with the aid of a transmitter and a receiver both equipped with an antenna. The transmitter with the help of antenna produces signals which are carried through radio carrier wave. At the destination, the signals are decoded in an information which can be easily understood by the individuals for them to respond accordingly. **INTERPROCESS** (vii). COMMUNICATION SYSTEM: This is a system that enables a wide variety of facilities within some shared environment, making processes to communicate with each other or talk to each other. The nature of the communication ranges from simple signalling of an event, to the passing of messages of an event via a queuing systems as outlined below: (a). Signals: This is a fairly primitive form of communication used to alert a process to the occurrence of some events, usually an abnormal condition. It is similar to an interrupt, in that the receiving process's execution is interrupted to handle the signal. In most cases, the process is aborted. (b). Shared files (Pipes): This is a mechanism whereby the output of one process is directed into the output of another, which can easily be utilised very easily within the shell command language. (c). Message Passing: This bears some similarities to the (FIFO), First In First Out system. Communication takes place via message queue, which are created by means of the (MSGGET), system call, Message get. Once created by one process, a queue can be accessed by any process to send massages (using function, MSGSND) or receive messages (Using function MSGRCV). (d). Dynamic Data Exchange, DDE: This was introduced by Microsoft as a means of transferring data between two windows applications. The mode of operation can be linked to a conversation between two people; an exchange is initiated by one person asking a question of the other. The questioner stops at the end of his/her question and await answer. The person being questioned gives an answer, then waits further questions. The mode of working is called "DYNAMIC" because both sides in the conversation are actively participating throughout the duration of the communication session. The requester is called CLIENT and the other is called SERVER. (e). Shared Memory: Where the Unix shared memory facility enables an area of memory to be shared by two or more segments. (f). Object Linking and Embedding, OLE): This permits the creation of compound documents that consists of objects (text, graphics etc), created and managed by different programs. As the name implies, it consists of two mechanisms, linking: where the source documents contains only a reference to the object and Embedding: where the object is actually stored as part of the

data of the source document, (g). Common Object Model, COM): Where an approach by which other software module can present its services and by which other software module can use these services. This has both DATA and METHODS. Here, a METHOD would be implemented as a function or procedure that can be called by a client MODULE. For instance, If a Calendar was implemented as a COM object, then possible methods might be (Get today's date, Day of the week), (Returns day of the week for given day) etc. (h). Active X: Where COM object is created that provide general service to a client process but a common and more specific application is to create objects that a user interface that can be employed in a graphical application. (i). Semaphores: This is a simple integer variable which can take non-negative values and upon which two operations called wait and signal are defined. Entry to critical regions of active processes is controlled by the wait operation and exit from a critical region is signaled by the signal operation.

Most people think about (only speech) when mentioning communication system. There are many other ways to use when communicating with each others like: (a). Touch (b). Eye contact (c) Using text messages through a device (d). Drawing (e). Drumming (f) Calling or Shouting (g). Drawing (h). Writing (i). Gestures (j). Facial expressions (k). Pointing or using hands. In business, the effectiveness of a company's internal and external communication process is often very important to its overall success. Through communication system, service industries have greatly increased, providing numerous services to the customers, making life more convenient and pleasant. All that is required is to reach for the telephone to make reservations for some distance hotel or to plan a trip to another part of the world. The flow of information can be between two individuals. The information can flow from the individual to a machine, from the machine to individual and between two machines. The communication system enables the successful transmission of idea or any other important information among individuals. The person from whom the thought originates carefully encodes his ideas into a sensible content which is now ready to be shared with everyone.

### 2. Study Area

The study has been conducted in Nigeria. It is located in the West of Africa on the Gulf of guinea and has a total of 923,768 km<sup>2</sup> (356.669 square mile), making it the world's 32<sup>nd</sup> – largest country (after Tanzania). It is comparable in size to Venezuela, and is about twice the size of California. It shares a 4.047 kilometres (2.515 square mile), border with Benin (773 km.), Niger (1497 km.), Chad (87 km.), Cameroon (1690 km.), and has a coastline of at least 853 km. [51]. Nigeria lies between latitude 4° and 14°N, and longitude 2° and 15°E (Encyclopedia Britannica). Nigeria is a densely populated country with the highest density of 477.0/square mile. As at a (2012) estimate, the country held a population of more than 168.8 million people up from the 140 million recorded in her (2006) population census (World Bank Nigeria Data (2012)). Of this population, about 87 million people (52%) dwell in rural areas while 81 million dwell in urban areas (Trading Economics Rural Population Chart (2012)). The Male/Female ratio is 1:05, where male commands 51.21%, while females, 48.79% (Nigerian Census, (2006)).



Figure 1. Showing the study area map of Nigeria.

# **3. Material and Methods**

GOOD

[a].

The responses of the people in different points of the four local government areas can be seen from the decision table as below:

Table 1. Showing the Decision Table.						
Sub	Above 75%	Below 25%	Open headed Questionnaires			
Communication System as useful	Х					
I do not know		Х				
Stateopen questionnaires			Х			

SKILLS:

The below are the points ticked by the majority of the people (above 75% table 1) from the questionnaires who understood that communication system was useful in Osun State.:

COMMUNICATION

Communication system makes our client's/students to understand the needs and the ability to meet those needs, depend on a steady stream of open communication because the soft skills of verbal and written communication are increasingly important.



Figure 2. Showing examples of good communication skills of verbal or written.

[b]. GOOD COMMUNICATIONSYSTEM, makes use of a general outline of features common to all practical communication systems possible.



Figure 3. Showing examples of good communication system.

[c]. SOLID PROBLEM SOLVING / TROUBLESHOOTING CAPABILITIES: Communication system enables computer professionals to be called upon, to solve problems with networks, software and other programs. They were expected to solve these problems very quickly, and having sharp troubleshooting skills most definitely as a benefit.



Figure 4. Showing a computer professional solving Problems with networks software and other programs.

[d]. COMMUNICATION SYSTEM, enable managers to be sending letters with ease.



Figure 5. Showing how letter can be sent from Manager a to Manager b.

[e]. EXCELLENT ANALYTICAL SKILLS & (POINTING, USING HANDS OR DRAWING): Communication system brings excellent analytical skills that can be applied to solve problems ordevelop new ideas.



Figure 6. Showing examples of analytical skills.

[f]. SIMPLEX-LINE COMMUNICATION: allows transmission of data in one direction only, where the sender is in-charge of sending signals and the recipients only listen to it. e.g. Radio and Television.



Figure 7. Showing simplex line communication system.

[g]. A COMMITMENT TO LEARNING: communication system makes computer users to keep abreast of the latest developments in information technology, thereby making them to be most successful whenever there are changes in technology.



Figure 8. Showing examples of keeping abreast and successful with changes in technology.

[h]. HALF DUPLEX-LINE COMMUNICATION: that allows transmission of data in both directions but not

happening simultaneously. Both the two parties can not communicate simultaneously. The sender has to stop sending signals to recipient, only the recipient can respond. e.g. Telephone and Handset (GSM).



Figure 9. Showing half duplex-line communication system.

[i]. AN ATTENTION TO DETAIL AND ABILITY TO LEARN OR MEMORIZEPROGRAMMING LANGUAGES: communication system enables personnel/students to pay close attention to detail, to ensure that everything works correctly and efficiently. It also makes computer Professionals to know many programming languages and how to use a wide variety of computer software program, because a great memory helps a lots by keeping work efficiently.



Figure 10. Showing examples of learning programming.

[j]. COMMUNICATION SYSTEM, enables five [5] stages in the decision innovation process possible.



Figure 11. Showing the 5 stages of communication process.

[k]. AN APTITUDE FOR MATH: Communication system makes strong math skills possible because, math is used in many computer applications such as when dealing with circuits or programming



Figure 12. Showing examples of an aptitude skills for maths.

[1]. BY OPTICAL COMMUNICATION SYSTEM: where the transmitter converts the information into an optical signal

(signal in the form of light) and the signal then reaches the recipients who decodes the signal and responds accordingly, e.g. Overhead Traffic light, The safe landing of helicopter and aeroplanes.



**Overhead Traffic light** 

Figure 13. Showing Overhead Traffic light.

[m]. TECHNICAL WRITING SKILLS: Communication system makes Technical writing skills to help a computersavvy person to explain complex concepts to those who have limited knowledge of the computer world.

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Figure 14. Showing some technical writing skills.

[n]. RADIO COMMUNICATION SYSTEM, was made possible, in which with the aid of a transmitter and a receiver, both equipped with an antenna, the signals are decoded in an information which can be easily understood by the individuals for them to respond accordingly.



Figure 15. Showing example of Radio communication system.

[o]. CONVERSATION IN DYNAMIC DATA EXCHANGE (DDE): It can be Asynchronous where conversation (the more common method), the client sends a request and wait until the server responds or Synchronous conversation, the client sends a request and to server; if none is received within a time – out period, an error situation arises as below:



Figure 16. Showing examples of conversation in dynamic data exchange (DDE).

[p]. VERSATILITY: Communication system makes most computer professionals to have skills that extend beyond information technology, such as in business and finance.



*Figure 17.* Showing examples of computer professional explaining skills.

[q]. MESSAGES: Objects communicate by sending and receiving messages. In close conjunction

With client-server terminology, the object initiating the message is called the client, where, as the target object is referred to as the server. When an object receives a message, it responds by executing one of its methods.



Figure 18. Showing examples of Message sending (simple messages involve Only the recipient and the message name. More complex messages may have additional arguments or parameters and may return a value).

### 4. Results and Discussion

Questionnaires were distributed to 4 Local government areas that is, (Ife East, Ife South, Ife Central and Ife North). The results from the questionnaires however revealed that the importance of communication system are manifold:

There was no significant difference on the secondary school students sampled, (P < 0.01) and (P < 0.05), respectively.

*Table 2.* Showing the people's respondent also from the table 2, in Ife Kingdom, JSSI, 247 with 61.9%, JSSII, 273 with 53.5%, SSI, 324 with 96.5%, SSII, 332 with 73.5% and SSIII, 348 with 85.1%, were the People who supported, the importance of communication in Osun State, Nigeria, while JSSI, 153 with 38.1%, JSSII, 127 with 46.5%, SSI, 76 with 23.5%, SSII, 68 with 26.5% and SSIII, 52 with 14.9%, respectively, that could not even understand its importance.

Students	JSSI		JSSII		SSI		SSII		SSIII	
The Res-	Commun- ication is important	I do not Know								
ponus	247,61.9%	153, 38.1%	273,53.5%	127, 46.5%	324, 96.5%	76, 23.5%	332,73.5%	68, 26.5%	348, 85.1%	52, 14.9%

**Table 3.** Showing how 100 students, both males and females that were chosen from (JSS I, JSS II, SS I, SSII, and SS III) respectively from the four local governments and also the number calculated revealed that students in JSSI has the total of 247 and 153 with grand total of 400, in JSSII the total of 273 and 127 with grand total of 400, in JSSI the total of 324 and 76 with the grand total of 400, in SSII the total of 322 and 68 with grand total of 400, in SSIII the total of 348 and 52 with grand total of 400 respectively were all calculated for student response on (communication important and I do not know).

STUDENTS	JSSI		JSSII		SSI		SSII		SSIII	
	70	30	75	25	84	16	86	14	90	10
Student's Demons	65	35	70	30	82	18	85	15	88	12
Student's Kesponse	58	42	65	35	80	20	81	19	86	14
IUIAL-	54	46	63	37	78	22	80	20	84	16
	247	153	273	127	324	76	332	68	348	52
Grand Total =	400		400		400		400		400	

**Table 4.** Showing the descriptive statistics of the mean and std. Deviation of (JSSI, JSSII, SSI, SSII and SSIII with number (N) for the 4 local government each, respectively).

Descriptive Statistics						
	Mean	Std. Deviation	Ν			
JSSI	62.7500	8.61684	4			
JSSII	69.2500	4.27200	4			
SS1	81.5000	3.41565	4			
SSII	84.0000	2.94392	4			
SSIII	88.2500	2.98608	4			

CORRELATIONS /VARIABLES=JSSI JSSII SSI SSII SSII /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.

Table 5. Showing the table of Correlations how it was significant at both the 0.05 and 0.01, also variables (JSSI JSSII SSII SSII SSII) Statistics Descriptive etc. of all the secondary schools in the 4 local government areas of Osun State, Nigeria.

Correlatio	ons					
		JSSI	JSSII	SSI	SSII	SSIII
	Pearson Correlation	1	.993**	.995**	.984*	.995**
JSSI	Sig. (2-tailed)		.007	.005	.016	.005
	Ν	4	4	4	4	4
	Pearson Correlation	.993**	1	.984*	.969*	.984*
JSSII	Sig. (2-tailed)	.007		.016	.031	.016
	Ν	4	4	4	4	4
	Pearson Correlation	.995**	.984*	1	.965*	$1.000^{**}$
SSI	Sig. (2-tailed)	.005	.016		.035	.000
	Ν	4	4	4	4	4
	Pearson Correlation	.984*	.969*	.965*	1	.965*
SSII	Sig. (2-tailed)	.016	.031	.035		.035
	Ν	4	4	4	4	4
	Pearson Correlation	.995**	.984*	$1.000^{**}$	.965*	1
SSIII	Sig. (2-tailed)	.005	.016	.000	.035	
	Ν	4	4	4	4	4

\*\*. Correlation is significant at the 0.01 level (2-tailed).

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

#### Frequencies

**Table 6.** Showing frequency statistics of the Mean Std. Error of Mean Mode Std. Deviation Median Variance Skewness Std. Error of Skewness Kurtosis Std. Error of Kutosis Range Minimum and Maximum Sum and Percentiles etc. of both the (JSSI, JSSI, SSI, SSI, AND SSIII RESPECTIVELY), IT ALSO INCLUDES", A. CALCULATED FROM GROUPED DATA. B. MULTIPLE MODES EXIST. THE SMALLEST VALUE IS SHOWN, C. THE LOWER BOUND OF THE FIRST INTERVAL OR THE UPPER BOUND OF THE LAST INTERVAL IS NOT KNOWN. SOME PERCENTILES ARE UNDEFINED. D. PERCENTILES ARE CALCULATED FROM GROUPED DATA.

#### Statistics

		JSSI	JSSII	SSI	SSII	SSIII
Ν	Valid	4	4	4	4	4
	Missing	0	0	0	0	0
Mean		61.7500	68.2500	81.0000	83.0000	87.0000
Std. Error of Mean		3.56780	2.68871	1.29099	1.47196	1.29099
Median		61.5000 <sup>a</sup>	67.5000 <sup>a</sup>	81.0000 <sup>a</sup>	83.0000 <sup>a</sup>	87.0000 <sup>a</sup>

		JSSI	JSSII	SSI	SSII	SSIII
Mode		54.00 <sup>b</sup>	63.00 <sup>b</sup>	78.00 <sup>b</sup>	80.00 <sup>b</sup>	84.00 <sup>b</sup>
Std. Deviation		7.13559	5.37742	2.58199	2.94392	2.58199
Variance		50.917	28.917	6.667	8.667	6.667
Skewness		.142	.574	.000	.000	.000
Std. Error of Skewr	iess	1.014	1.014	1.014	1.014	1.014
Kurtosis		-2.508	-1.714	-1.200	-4.891	-1.200
Std. Error of Kurtos	sis	2.619	2.619	2.619	2.619	2.619
Range		16.00	12.00	6.00	6.00	6.00
Minimum		54.00	63.00	78.00	80.00	84.00
Maximum		70.00	75.00	84.00	86.00	90.00
Sum		247.00	273.00	324.00	332.00	348.00
	10	c,d	c,d	c,d	c,d	c,d
	20	55.2000	63.6000	78.6000	80.3000	84.6000
	25	56.0000	64.0000	79.0000	80.5000	85.0000
	30	56.8000	64.4000	79.4000	80.7000	85.4000
	40	58.7000	65.5000	80.2000	81.4000	86.2000
Percentiles	50	61.5000	67.5000	81.0000	83.0000	87.0000
	60	64.3000	69.5000	81.8000	84.6000	87.8000
	70	66.5000	71.5000	82.6000	85.3000	88.6000
	75	67.5000	72.5000	83.0000	85.5000	89.0000
	80	68.5000	73.5000	83.4000	85.7000	89.4000
	90					

a. Calculated from grouped data.

b. Multiple modes exist. The smallest value is shown

c. The lower bound of the first interval or the upper bound of the last interval is not known. Some percentiles are undefined.

d. Percentiles are calculated from grouped data.

Frequency Table: Tables (7, 8, 9, 10, and 11) showing the frequency Tables for (JSSI, JSSII, SSI, SSII, SSII)

Table 7. Showing frequency tableof JSS I, with cumulativeand Valid Percentages together with the Total.

JSSI						
		Frequency	Percent	Valid Percent	<b>Cumulative Percent</b>	
	54.00	1	25.0	25.0	25.0	
	58.00	1	25.0	25.0	50.0	
Valid	65.00	1	25.0	25.0	75.0	
	70.00	1	25.0	25.0	100.0	
	Total	4	100.0	100.0		

Table 8. Showing frequency table of JSS II, with cumulative and Valid Percentages together with the Total.

JSSII						
		Frequency	Percent	Valid Percent	<b>Cumulative Percent</b>	
	63.00	1	25.0	25.0	25.0	
	65.00	1	25.0	25.0	50.0	
Valid	70.00	1	25.0	25.0	75.0	
	75.00	1	25.0	25.0	100.0	
	Total	4	100.0	100.0		

Table 9. Showing frequency table of SS I, with cumulative and Valid Percentages together with the Total.

SSI					
		Frequency	Percent	Valid Percent	Cumulative Percent
	78.00	1	25.0	25.0	25.0
	80.00	1	25.0	25.0	50.0
Valid	82.00	1	25.0	25.0	75.0
	84.00	1	25.0	25.0	100.0
	Total	4	100.0	100.0	

Table 10. Showing frequency table of SS II, with cumulative and Valid Percentages together with the Total.

SSII					
		Frequency	Percent	Valid Percent	Cumulative Percent
	80.00	1	25.0	25.0	25.0
Valid	81.00	1	25.0	25.0	50.0
	85.00	1	25.0	25.0	75.0

						_			
SSII									
		Frequency	Percent	Valid Percent	<b>Cumulative Percent</b>				
	86.00	1	25.0	25.0	100.0				
	Total	4	100.0	100.0					

Table 11. Showing frequency table of SS III, with cumulative and Valid Percentages together with the Total.

SSIII									
		Frequency	Percent	Valid Percent	Cumulative Percent				
Valid	84.00	1	25.0	25.0	25.0				
	86.00	1	25.0	25.0	50.0				
	88.00	1	25.0	25.0	75.0				
	90.00	1	25.0	25.0	100.0				
	Total	4	100.0	100.0					

Pie Chart

Figures (19, 20, 21, 22, and 23) showing the Pie Chart, for (JSSI, JSSII, SSI, SSII, SSII) respectively.



Figure 19. Showing the Pie Chart of JSSI, measured and calculated in percentages as 54.00%, 58.00%, 65.00% and 70.00% respectively, of the 4 local government areas.



Figure 20. Showing the Pie Chart of JSS II, measured and calculated in percentages as 63.00%, 65.00%, 70.00% and 75.00% respectively, of the 4

local government areas.



Figure 21. Showing the Pie Chart of SS I, measured and calculated in percentages as 78.00%, 80.00%, 82.00% and 84.00% respectively, of the 4 local government areas.



Figure 22. Showing the Pie Chart of SS II, measured and calculated in percentages as 80.00%, 81.00%, 85.00% and 86.00% respectively, of the 4 local government areas.



Figure 23. Showing the Pie Chart of SS III, measured and calculated in percentages as 84.00%, 86.00%, 88.00% and 90.00% respectively, of the 4 local government areas.

# **5. Recommendation**

- a. Enormous campaign of telecommunication education should be made available by our Federal government.
- b. Solar System should be adopted to replace constant power failure.
- c. All sources of viruses, example: infected diskettes, email, internet downloads, illegal duplication of software etc., should be avoided in our computer systems.
- d. Our Federal Government should provide adequate human resources, so that majority of the people in our society would be telecommunication system literate.
- e. All telecommunication users should make sure that external disks are not allowed on their computer systems without first scanning them.
- f. Adult training scheme on telecommunication system should be made available to both our rural and urban areas by our Federal Government.
- g. Federal Government should endeavour to provide communication system and Internet facilities throughout the Federation.

# 6. Conclusion

The following conclusions are made based on the findings of this study. Since good communication is where the sender can transmit a relevant timely message that the recipient's understands, and is able to use; the results of this study provide the empirical evidence that the importance of communication system has enhanced the secondary school students achievement in Osun State in general and Nigeria societies at large. The teachers in different secondary schools should, therefore use the advantages acquired from the successful transmission of ideas derived in communication system to argument their teaching aid for the students, in order to attain minimum goal of education for all.

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