
The Awareness of the Secondary School Students, on the Importance of Computer Laboratory Room in Our Society

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Abstract: 2,000 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 500 each was used in each local government. A total of twenty secondary schools were visited, out of which five secondary schools were sampled in each local government and 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 60% of the secondary school students supported, that computer laboratory room was more important, in our society, while less than 40% could not even understand the importance. The results from the questionnaires when using Pearson two-tailed correlation coefficient however revealed that, there was no significant difference in all the secondary school students sampled, ($p < 0.01$) and ($p < 0.05$), table 6, respectively. This study uncovers that computer laboratory room is indispensable to the activities of students in their respective classes. These implying that computer laboratory room had strongly influenced and enhanced, students support, and had made the study to become a reality in Osun State, in general and Nigeria at large, ($p < 0.01$) and ($p < 0.05$) table 6. The reasons may be due to the fact that, there was only a few aspects of our secondary schools nowadays, that are unaffected by computer laboratory room for the students practical, training etc., since Government has made computer compulsory at all levels in all the secondary schools. Histogram with curve was used to depict the summary data of the secondary school students sampled in each of the local government areas, in Ile – Ife Kingdom, of Osun State Nigeria.

Keywords: 4Local Governments, Computer Laboratory Room, Osun State, Pearson Correlation

1. Introduction

The computer laboratory room, have become a ubiquitous part of modern life. At this recent ages of our computer era, new applications are being introduced every day. A computer laboratory room, is a space which provides computer services to a defined community. Users typically must follow a certain user policy to retain access to the computer. This generally consists of the user not engaging in illegal activities or attempting to circumvent any security or content-control software while using the computers.

Secondary School Students, taking computer practical, without a computer laboratory room is like a Human being without a shelter. It is an ideal, that a Technologist be employed and put in place, to monitor both the computer laboratory room together with all the computer systems

accessories and the peripheral units. Computers in computer laboratory room are typically arranged in rows, so that every workstation has a similar view of one end of the room to facilitate presentations or in clusters to facilitate small group work. Computer laboratory room should be well maintained with dust-free environment, couple with the appropriate ventilation, and there is need for an appropriate lighting system. The computer systems inside the computer laboratory room, should be protected with an anti-glare protector or dust cover. The peripheral units, the chairs and the tables inside the computer laboratory room, should be arranged in an orderly manner. They should be kept away from liquid and moist. Inside the computer laboratory room, the computer and the chairs should be well setting, and should always be put in a comfortable manner.

In public setting, computer laboratory room users are often subject to time limits, in order to allow more people a chance

to use the laboratory room. Computers in computer laboratory room, are typically engaged with internet access, while scanners and printers may augment the computer laboratory room setup. Computer laboratory room are generally multipurpose, some computer laboratory room may contain computers with hardware or software optimized for certain tasks or processes, depending on the needs of the institution operating such computer laboratory room. These specialized purposes include but may not be limited to video editing, stock trading, 3-D design, and programming.

In some cases, these specialized purposes are the main purposes for the existence of traditional desktop-style, of computer laboratory room, due to a rising trend in the ownership of personal computers. In some settings, traditional desktop computer laboratory rooms are impractical due to the requirement of a dedicated space. Because of this, some computer laboratory room use laptop carts, instead of desktop setups, in order to both save space and give the computer laboratory room some degree of mobility.

2. Study Area

The study has been conducted in Osun [pronounced; ‘O’ shoon]. Osun State is an inland State in South-Western Nigeria. Its capital is Osogbo. It has a population of 3.4 million and of 9,251 km² in Area. It is bounded in the North by Ekiti State and partly by Ondo State, in the South by Ogun State and in the West by Oyo State. Osun is home to several of Nigeria’s most famous landmarks, including the campus of Obafemi Awolowo University; Nigeria’s pre-eminent institution of higher learning. The university also located in the ancient town of Ile – Ife, an important early centre of political and religious development for Yoruba culture. Other important cities and towns include the ancient Kingdom-capitals of Oke-Ila Orangun, Ila-Orangun, Ijebu-Jesa, Ede, Iwo, Ejigbo, Modakeke, Ibokun, Ode-Omu, Ifetedo, Esa-Oke, Ilesa and Igbajo.

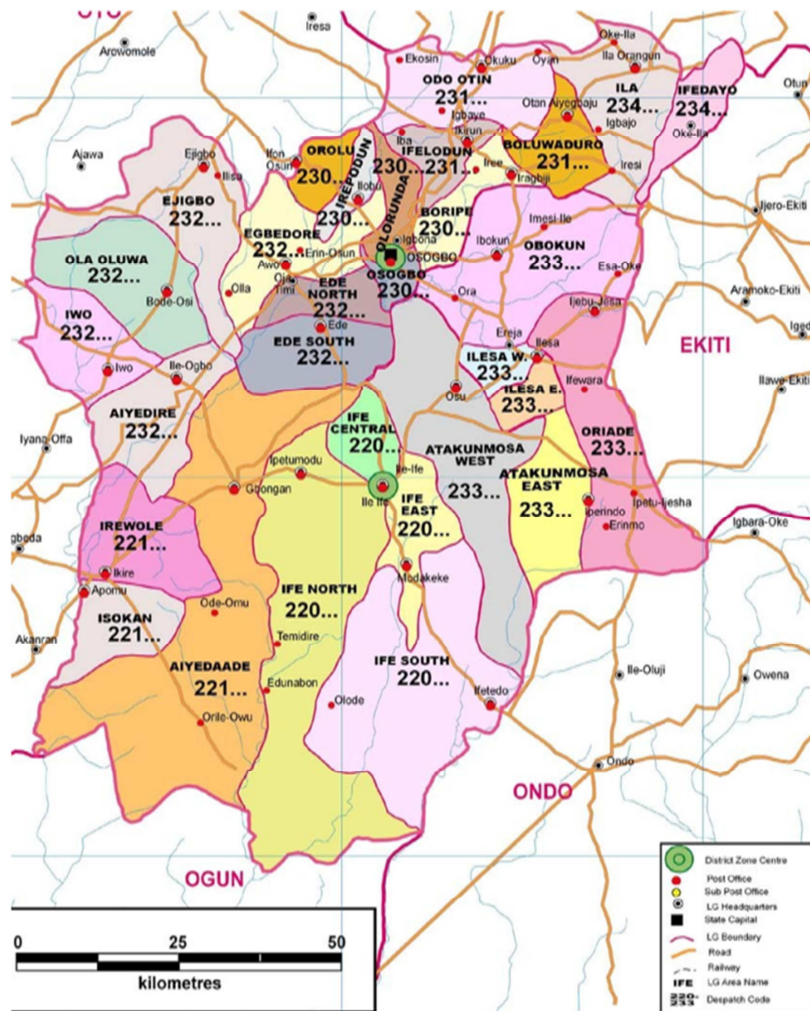


Figure 1. The Study Area Map of Osun State.

3. Material and Method

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

Table 1. Decision Table.

| Sub | Above 60% | Below 40% | Open headed Questionnaires |
|---------------------------------------|-----------|-----------|----------------------------|
| Computer Laboratory Room is Important | X | | |
| I do not know | | X | |
| State open questionnaires | | | X |

The below are the points ticked by the majority of the people (above 60% table 1) from the questionnaires who understood while Computer Laboratory is important in our society:

- (a) Laboratory Rooms are not meant as a lecture room but for student’s practical.
- (b) Nobody is allowed inside the computer room unless those undertaking training.
- (c) Students are not permitted unless during Practical.
- (d) Students should enter with ID Cards, Dress well and be corporate, neat and decent.
- (e) Diskettes, CD and Flash Drives, should be strictly avoided, since these when operated, could cause viruses to the systems.
- (f) Students should put all their bags and baggage’s outside the Computer Laboratory Room before entering, for security purposes.
- (g) Fighting or Playing inside the Computer laboratory is totally prohibited, to avoid damaging of the fragile machines.

- (h) Liquid dropping into the system should be avoided.
- (i) The system must be unplugging, when not in use.
- (j) Chairs and Tables must be arranged in a comfortable manner.
- (k) Computers and their peripherals must be arranged in an orderly manner.
- (l) Eating and drinking is totally prohibited inside the laboratory.

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 computer laboratory room are manifold:

There was no significant difference on the people in all the secondary school students sampled, (p<0.01) and (p<0.05).

In the table 2, below, the student respondents with percentages.

Table 2. Percentage of respondents for JSSI, JSS II, SS I.

| STUDENTS | JSS I | | JSS II | | SS I | |
|---------------------|----------------------------------|---------------|----------------------------------|---------------|----------------------------------|---------------|
| Student’s Response% | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know |
| | 257, 64.2% | 143, 35.8% | 291, 72.7% | 109, 27.3% | 334, 83.5% | 66, 16.5% |

Percentage of respondents for SS II, SS III., Continued.

| STUDENTS | SS II | | SS III | |
|---------------------|----------------------------------|---------------|----------------------------------|---------------|
| Student’s Response% | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know |
| | 341, 85.2% | 59, 14.8% | 360, 90% | 40, 10% |

From the above table 2, in Ife Kingdom, JSSI, 257 with 64.2%, JSSII, 291 with 72.7%, SSI, 334 with 83.5%, SSII, 341 with 85.2% and SSIII, 360 with 90%, were the People who supported that Computer Laboratory Room was important in our society while JSSI, 143 with 35.8%, JSSII,

109 with 27.3%, SSI, 66 with 16.5%, SSII, 59 with 14.8% and SSIII, 40 with 10%, respectively, could not even understand the importance.

In the table 3, below, the student responded with percentages.

Table 3. Percentage of respondents for JSS I, JSS II, SS I.

| STUDENTS | JSS I | | JSS II | | SS I | |
|---------------------|----------------------------------|---------------|----------------------------------|---------------|----------------------------------|---------------|
| Student’s Response% | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know |
| | 257 | 143 | 291 | 109 | 334 | 66 |
| TOTAL = | 400 | | 400 | | 400 | |

Percentage of respondents for SS II, SS III., Continued.

| STUDENTS | SS II | | SS III | |
|---------------------|----------------------------------|---------------|----------------------------------|---------------|
| Student’s Response% | Computer Laboratory Is Important | I do not Know | Computer Laboratory Is Important | I do not Know |
| | 341 | 59 | 360 | 40 |
| TOTAL = | 400 | | 400 | |

Table 4. The Summary Data collected in each (Local Government and Secondary School).

| LOCAL GOVERNMENTS | CLASSES (EXPRESSED IN ,^#(%)) | | | | |
|-------------------|-------------------------------|--------|------|-------|--------|
| | JSS I | JSS II | SS I | SS II | SS III |
| IFE EAST | 74 | 78 | 88 | 89 | 95 |
| IFE SOUTH | 69 | 75 | 86 | 87 | 90 |
| IFE CENTRAL | 58 | 70 | 82 | 83 | 89 |
| IFE NORTH | 56 | 68 | 78 | 82 | 86 |
| TOTAL= | 257 | 291 | 334 | 341 | 360 |

Above table 4, showing: the summary data collected in each secondary school (for above 60%, who supported that computer laboratory room was important in our society).

Table 5. Descriptive Statistics.

| | Mean | Std. Deviation | N |
|-------|---------|----------------|---|
| JSSI | 64.2500 | 8.65544 | 4 |
| JSSII | 72.7500 | 4.57347 | 4 |
| SSI | 83.5000 | 4.43471 | 4 |
| SSII | 85.2500 | 3.30404 | 4 |
| SSIII | 90.0000 | 3.74166 | 4 |

Table 6. Correlations.

| | | JSSI | JSSII | SSI | SSII | SSIII |
|-------|---------------------|--------|--------|-------|--------|-------|
| JSSI | Pearson Correlation | 1 | .996** | .960* | .999** | .906 |
| | Sig. (2-tailed) | | .004 | .040 | .001 | .094 |
| | N | 4 | 4 | 4 | 4 | 4 |
| JSSII | Pearson Correlation | .996** | 1 | .978* | .998** | .935 |
| | Sig. (2-tailed) | .004 | | .022 | .002 | .065 |
| | N | 4 | 4 | 4 | 4 | 4 |
| SSI | Pearson Correlation | .960* | .978* | 1 | .967* | .924 |
| | Sig. (2-tailed) | .040 | .022 | | .033 | .076 |
| | N | 4 | 4 | 4 | 4 | 4 |
| SSII | Pearson Correlation | .999** | .998** | .967* | 1 | .917 |
| | Sig. (2-tailed) | .001 | .002 | .033 | | .083 |
| | N | 4 | 4 | 4 | 4 | 4 |
| SSIII | Pearson Correlation | .906 | .935 | .924 | .917 | 1 |
| | Sig. (2-tailed) | .094 | .065 | .076 | .083 | |
| | N | 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 VARIABLES=JSSI JSSII SSI SSII SSIII/NTILES=4/NTILES=10
 /STATISTICS=STDDEV VARIANCE RANGE MINIMUM MAXIMUM SEMEAN MEAN MEDIAN MODE SUM
 SKEWNESS SESKEWKURTOSIS SEKURT
 /GROUPED=JSSI JSSII SSI SSII SSIII/HISTOGRAM NORMAL/ORDER=ANALYSIS.
 Frequencies

Table 7. Statistics.

| | | JSSI | JSSII | SSI | SSII | SSIII |
|------------------------|---------|----------------------|----------------------|----------------------|----------------------|----------------------|
| N | Valid | 4 | 4 | 4 | 4 | 4 |
| | Missing | 0 | 0 | 0 | 0 | 0 |
| Mean | | 64.2500 | 72.7500 | 83.5000 | 85.2500 | 90.0000 |
| Std. Error of Mean | | 4.32772 | 2.28674 | 2.21736 | 1.65202 | 1.87083 |
| Median | | 63.5000 ^a | 72.5000 ^a | 84.0000 ^a | 85.0000 ^a | 89.5000 ^a |
| Mode | | 56.00 ^b | 68.00 ^b | 78.00 ^b | 82.00 ^b | 86.00 ^b |
| Std. Deviation | | 8.65544 | 4.57347 | 4.43471 | 3.30404 | 3.74166 |
| Variance | | 74.917 | 20.917 | 19.667 | 10.917 | 14.000 |
| Skewness | | .235 | .196 | -.482 | .229 | .764 |
| Std. Error of Skewness | | 1.014 | 1.014 | 1.014 | 1.014 | 1.014 |
| Kurtosis | | -4.173 | -3.202 | -1.700 | -3.869 | 1.500 |
| Std. Error of Kurtosis | | 2.619 | 2.619 | 2.619 | 2.619 | 2.619 |
| Range | | 18.00 | 10.00 | 10.00 | 7.00 | 9.00 |
| Minimum | | 56.00 | 68.00 | 78.00 | 82.00 | 86.00 |
| Maximum | | 74.00 | 78.00 | 88.00 | 89.00 | 95.00 |

| | | JSSI | JSSII | SSI | SSII | SSIII |
|-------------|----|---------|---------|---------|---------|---------|
| Sum | | 257.00 | 291.00 | 334.00 | 341.00 | 360.00 |
| | 10 | c,d | c,d | c,d | c,d | c,d |
| | 20 | 56.6000 | 68.6000 | 79.2000 | 82.3000 | 86.9000 |
| | 25 | 57.0000 | 69.0000 | 80.0000 | 82.5000 | 87.5000 |
| | 30 | 57.4000 | 69.4000 | 80.8000 | 82.7000 | 88.1000 |
| | 40 | 59.1000 | 70.5000 | 82.4000 | 83.4000 | 89.1000 |
| Percentiles | 50 | 63.5000 | 72.5000 | 84.0000 | 85.0000 | 89.5000 |
| | 60 | 67.9000 | 74.5000 | 85.6000 | 86.6000 | 89.9000 |
| | 70 | 70.5000 | 75.9000 | 86.6000 | 87.6000 | 91.5000 |
| | 75 | 71.5000 | 76.5000 | 87.0000 | 88.0000 | 92.5000 |
| | 80 | 72.5000 | 77.1000 | 87.4000 | 88.4000 | 93.5000 |
| | 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 (8, 9, 10, 11, and 12) showing the frequency Tables for (JSSI, JSSII, SSI, SSII, SSIII)

Table 8. JSSI.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 56.00 | 1 | 25.0 | 25.0 | 25.0 |
| | 58.00 | 1 | 25.0 | 25.0 | 50.0 |
| | 69.00 | 1 | 25.0 | 25.0 | 75.0 |
| | 74.00 | 1 | 25.0 | 25.0 | 100.0 |
| | Total | 4 | 100.0 | 100.0 | |

Table 9. JSSII.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 68.00 | 1 | 25.0 | 25.0 | 25.0 |
| | 70.00 | 1 | 25.0 | 25.0 | 50.0 |
| | 75.00 | 1 | 25.0 | 25.0 | 75.0 |
| | 78.00 | 1 | 25.0 | 25.0 | 100.0 |
| | Total | 4 | 100.0 | 100.0 | |

Table 10. SSI.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 78.00 | 1 | 25.0 | 25.0 | 25.0 |
| | 82.00 | 1 | 25.0 | 25.0 | 50.0 |
| | 86.00 | 1 | 25.0 | 25.0 | 75.0 |
| | 88.00 | 1 | 25.0 | 25.0 | 100.0 |
| | Total | 4 | 100.0 | 100.0 | |

Table 11. SSII.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 82.00 | 1 | 25.0 | 25.0 | 25.0 |
| | 83.00 | 1 | 25.0 | 25.0 | 50.0 |
| | 87.00 | 1 | 25.0 | 25.0 | 75.0 |
| | 89.00 | 1 | 25.0 | 25.0 | 100.0 |
| | Total | 4 | 100.0 | 100.0 | |

Table 12. SSIII.

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 86.00 | 1 | 25.0 | 25.0 | 25.0 |
| | 89.00 | 1 | 25.0 | 25.0 | 50.0 |
| | 90.00 | 1 | 25.0 | 25.0 | 75.0 |
| | 95.00 | 1 | 25.0 | 25.0 | 100.0 |
| | Total | 4 | 100.0 | 100.0 | |

Figures (2, 3, 4, 5, and 6) showing the Histogram with Curve, for (JSSI, JSSII, SSI, SSII, SSIII) Histogram.

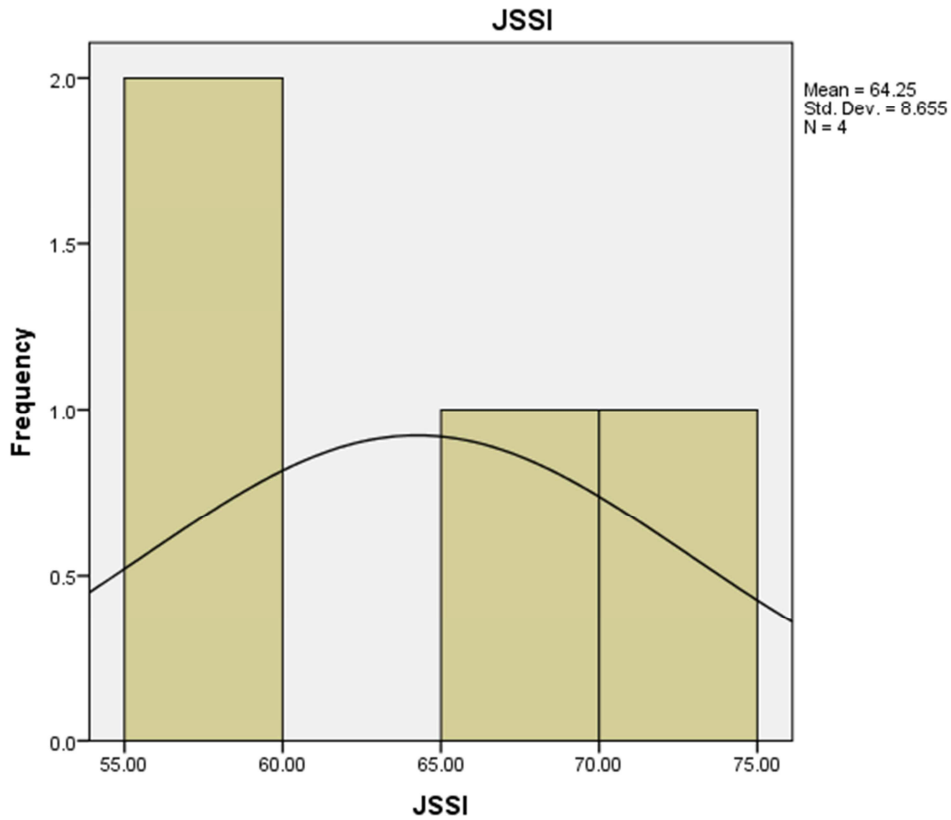


Figure 2. The vertical coordinates represent the frequency (that is, the rate of observations or occurrences) from the data analysis while the horizontal coordinates represent the range from the valid data in Table 8, (that is, based on 1 unit interval as [55, 60, 65, 70, and 75], respectively).

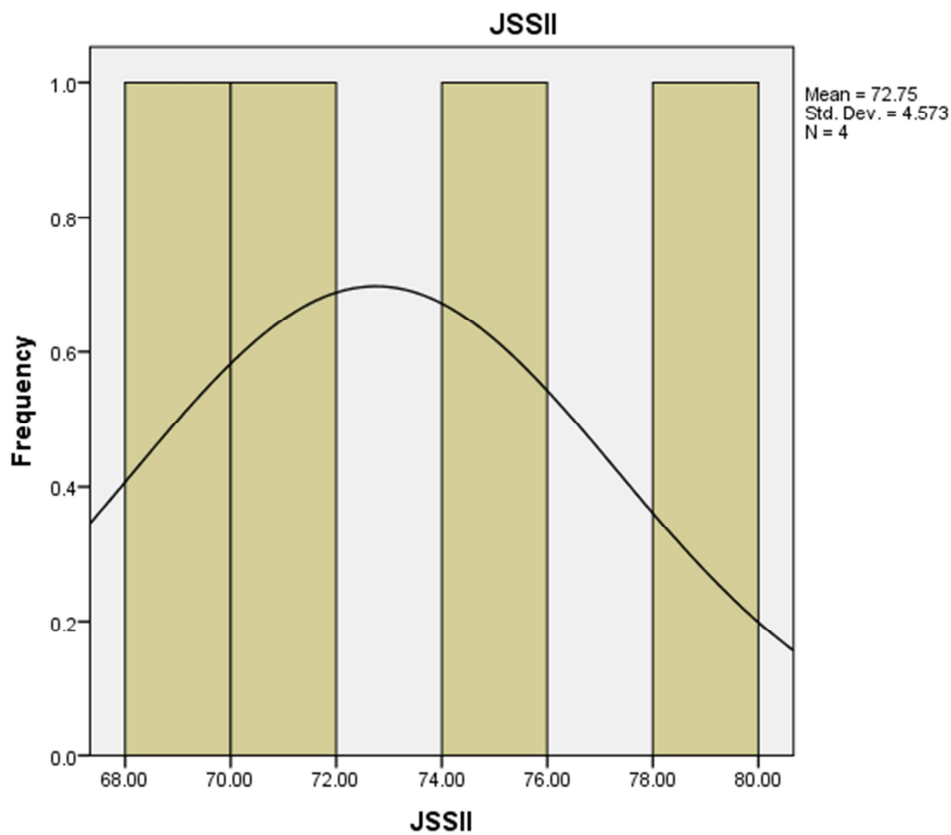


Figure 3. The vertical coordinates represent the frequency (that is, the rate of observations or occurrences) from the data analysis while the horizontal coordinates represent the range from the valid data in Table 9, (that is, based on 1 unit interval as [68, 70, 72, 74, 76, 78, and 80], respectively).

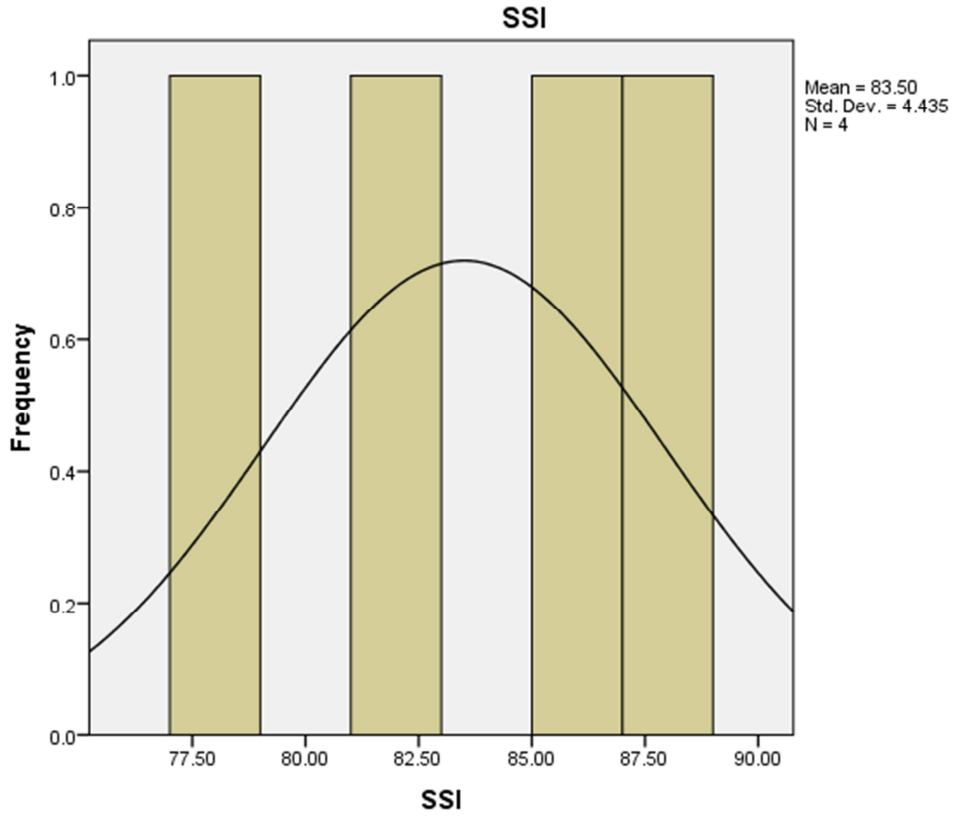


Figure 4. The vertical coordinates represent the frequency (that is, the rate of observations or occurrences) from the data analysis while the horizontal coordinates represent the range from the valid data in Table 10, (that is, based on 1 unit interval as [77.50, 80, 82.50, 85, 87.50, and 90], respectively).

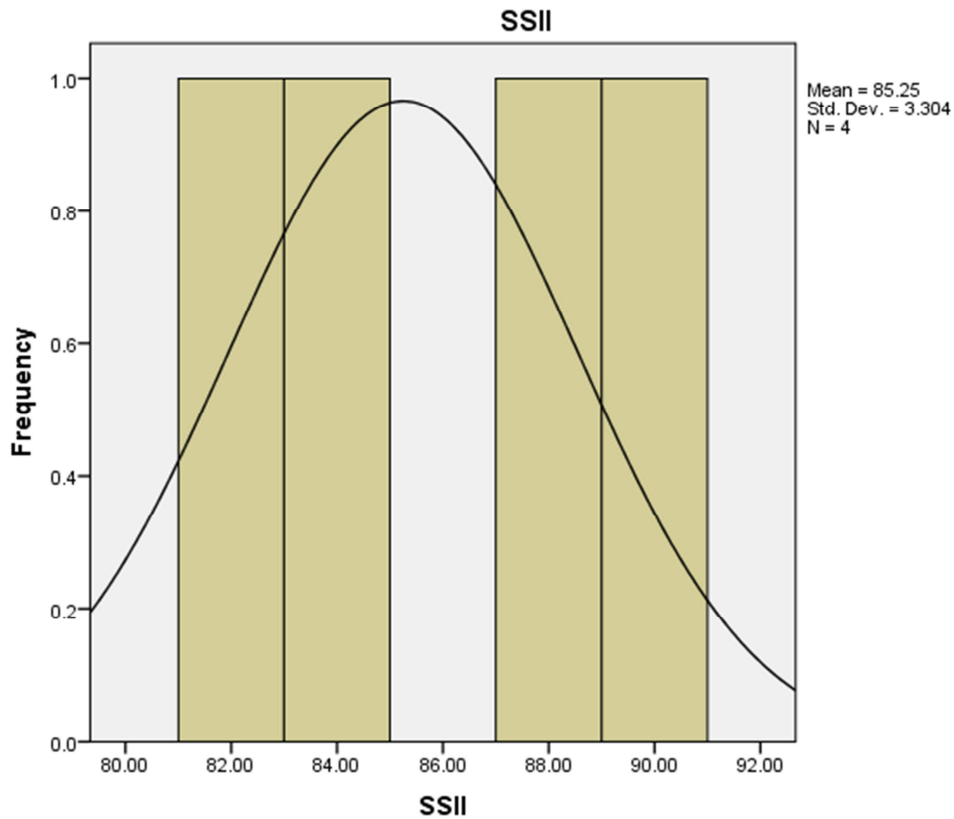


Figure 5. The vertical coordinates represent the frequency (that is, the rate of observations or occurrences) from the data analysis while the horizontal coordinates represent the range from the valid data in Table 11, (that is, based on 1 unit interval as [80, 82, 84, 86, 88, 90 and 92], respectively).

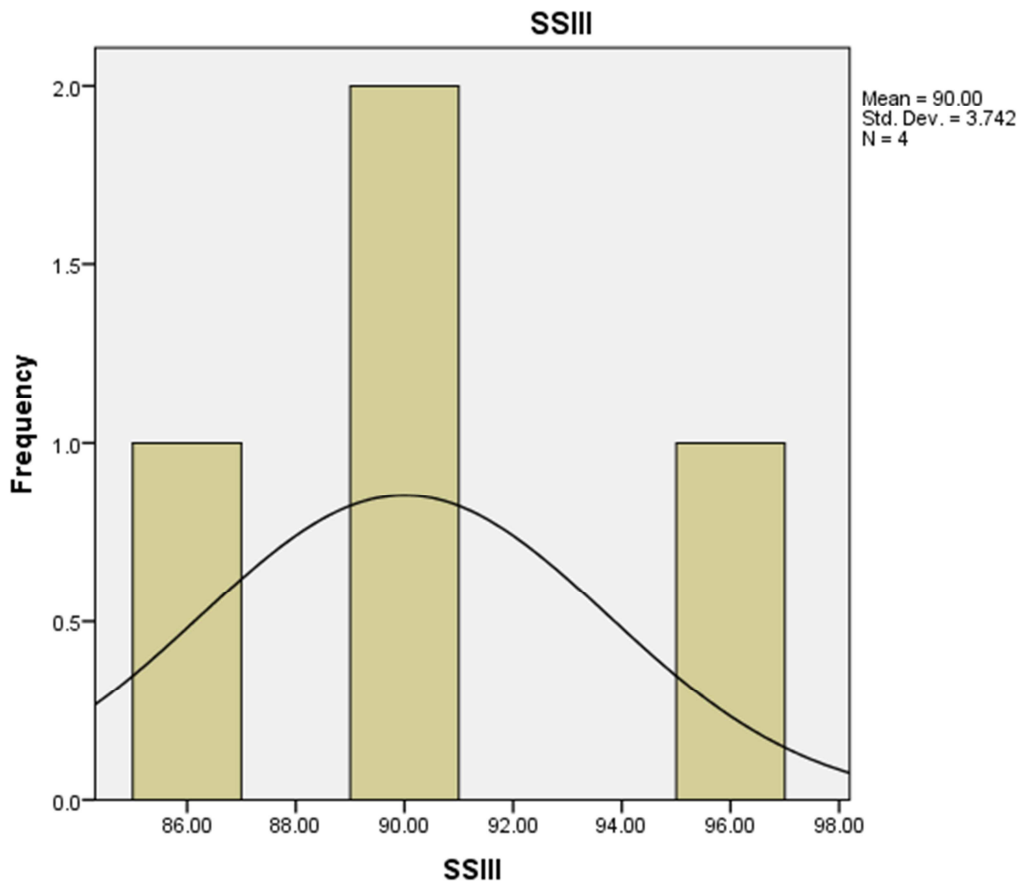


Figure 6. The vertical coordinates represent the frequency (that is, the rate of observations or occurrences) from the data analysis while the horizontal coordinates represent the range from the valid data in Table 12, (that is, based on 1 unit interval as [86, 88, 90, 92, 94, 96, and 98], respectively).

5. Recommendation

1. Computer Laboratory Room should be erected and made possible and effective by Federal Government, to both rural and urban areas of Nigeria.
2. Computer Laboratory Room awareness training should be made possible and effective to both rural and urban areas of Osun State, Nigeria.
3. All computers inside Computer Laboratory Room should be anti-virus protected (by installing the latest anti-virus) so as to be free from frequent damages.
4. All sources of viruses, example: infected diskettes, e-mail, internet downloads, illegal duplication of software etc., should be avoided.
5. All Computer users must make sure that their floppy disks are checked before use on a machine, to prevent virus propagation, as long they can be detected with an anti-virus package.
6. Computer users should always use current anti-virus version so as to have current update.
7. The environment of the users should always be clean, neat and free from dust.
8. The computer systems essential files should always be turned to read only, and remember to change the write protect of the disk after use.

6. Conclusion

The following conclusions are made based on the findings of this study. Since without a Computer Laboratory Room, is like a human being without a shelter to Computer. The results of this study provide the empirical evidence that the importance of Computer Laboratory Room in our society has enhanced the secondary school students, a tremendous achievement in Osun State in general and Nigeria societies at large. The secondary school students, therefore should use the Computer Laboratory Room rules and regulations as their decision aids, in order to attain minimum goal needed for the society at large.

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