

ASSESSMENT OF THE AVAILABILITY, FUNCTIONALITY AND ADEQUACY OF ICT FACILITIES FOR WAEC CBT EXAMINATIONS IN KADUNA STATE, NIGERIA

Dr. Safiyanu MUSA¹, Yero SHEHU PhD² & Dr. Aliyu SANI Kiyawa³

¹Institute of Education, Ahmadu Bello University, Zaria

safiyanumusa74@gmail.com

²Department of Educational Foundations, Umaru Musa Yaradu'a University, Katsina

yero.shehu@umyu.edu.ng

³Department of Educational Foundations and Curriculum, Ahmadu Bello University, Zaria.

askiyawa24@gmail.com

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ABSTRACT

The study assessed the availability, functionality and adequacy of ICT facilities for WAEC CBT examinations in Kaduna State, Nigeria. Three objectives and three research questions were formulated to guide the study. Some of the objectives include: determine the availability of ICT-facilities for WAEC CBT examinations in Kaduna State. The study adopted a descriptive survey research design. The population of this study consisted of 432 WAEC centres and 141,408 SS3 from private and public senior secondary schools in Kaduna State. Checklist on availability, adequacy and functionality of ICT Facilities (CAAFIF) was used for the data collection. The data collected were analyzed using percentage, frequency count and mean using cutoff points of 70% and 3.50 respectively. The study concluded that ICT facilities were found unavailable given that only 3.66 percent with a mean value of 0.91 were found. ICT facilities in the schools that are available were found to be functional with grand percentage and mean of 78 and 4.40 respectively And ICT facilities were found Inadequate indicating grand ratio of 1:2,322 for the conduct of computer-based-examinations in senior school certificate examination. The study recommended among other that: Educational stakeholders such as government, non-governmental organizations (NGOs) and/or other philanthropic organizations should prioritize the supply of up-to-date WAEC recommended ICT Facilities and School administrators must ensure that ICT facilities are functional by establishing a regular maintenance programme, and partnership with internet service providers, investment in campus-wide WiFi infrastructure, and subsidized data plans.

Keywords: Availability, Functionality, Adequacy, ICT-Facilities and WAEC-CBT-Examination

Introduction

The West African Examination Council (WAEC) has released the list of facilities schools must provide as part of preparation for the full transition of the West African Senior School Certificate Examination (WASSCE) to computer-based testing (CBT) by 2026, schools are required to provide a minimum of 250 functional laptops with 10 per cent backups, a robust server capable of supporting 250 systems simultaneously, and a Local Area Network (LAN) setup. Other mandatory requirements include: functional air conditioners and lighting, uninterrupted power supply, a backup generator of at least 40kVA, CCTV cameras, and a holding room or reception facility for candidates. (WAEC, 2026).

These requirements are currently under legislative suspension as House of Representatives directed the Federal Ministry of Education and the West African Examinations Council (WAEC) to suspend the planned full rollout of Computer-Based Testing (CBT) for the 2026 May/June Senior School Certificate Examination (SSCE), warning that premature implementation could trigger “massive failure, depression, and deaths” among students.

Leading the debate, highlighted that over 70 per cent of Nigeria’s secondary school students are in rural areas where schools lack functional computers, internet access, constant electricity, and qualified ICT teachers. (Education, S. 2025). The house urged the Federal Ministry of Education and state governments to allocate funds in the 2026–2029 budgets for: Recruitment of qualified computer teachers, construction of ICT-compliant examination halls with reliable internet, provision of standby generators and comprehensive assessment of private schools’ CBT readiness. The Green Chamber set 2030 as the earliest feasible date for full CBT implementation, allowing a minimum three-year preparatory window. (Education, S. 2025).

ICT has become a transformative tool in the education sector, improving teaching and learning processes, enhancing administrative efficiency, expanding access to educational resources, and equipping learners with essential digital literacy skills for the 21st century. It supports interactive and student-centered learning through digital platforms, virtual classrooms, simulations, and online resources, thereby improving engagement and academic performance. (Nwanga, Bassey, & Mboutidem, 2026). In addition, ICT contributes to teacher training and professional development, enabling educators to adopt modern pedagogical approaches and improve instructional delivery. Despite these benefits, the effective integration of ICT in Nigerian education is constrained by several challenges. These include inadequate infrastructure, unreliable electricity supply, insufficient funding, limited ICT skills among educators, socio-economic inequalities, and inadequate policy implementation. Other barriers, such as cyber security concerns, a lack of locally relevant digital content, and resistance to change, further hinder its full adoption. These challenges are more severe in rural and underserved communities, thereby widening the digital divide and educational inequality. Availability and utilization of ICT facilities significantly influenced academic performance among public senior secondary school students (Nwosu, Ndidi, Jumbo & Wordu, 2024)

ICT presents significant promise for transforming education in Nigeria, its potential remains underutilized due to persistent structural and systemic constraints. It concludes that addressing these challenges requires sustained investment in ICT infrastructure, continuous teacher training, curriculum reform, development of localized content, and strong stakeholder collaboration. With effective implementation of these measures, ICT can become a powerful driver of educational transformation, improving learning outcomes and preparing Nigerian students for a competitive global digital economy (Nwanga, Bassey, & Mboutidem, 2026).

The All Nigeria Confederation of Principals of Secondary Schools (ANCOPSS), South East Zone, has called for an accelerated digital transformation across Nigeria's secondary schools, warning that the country risks falling behind if stakeholders fail to embrace computer-based learning and assessments. ANCOPSS stressed that the shift to digital learning systems is no longer optional, noting that principals must lead in repositioning schools to meet modern educational demands (The Guardian. 2025).

This initiative will enable schools to stay abreast of current trends and prepare students for the digital age. Information and Communications Technology (ICT) knowledge and skills are needed to keep pace with emerging trends in the 21st century education system (Onu & Ezhim, 2019). Therefore, the integration of ICT at all levels of the education system is necessary especially in developing nations like Nigeria. One fundamental aspect of globalization is the emergence of ICT and its application in many facets of life, especially in education setting (Aghauche, Makodi, & Iereenu, 2020). The integration of ICT resulted into effective content delivery by teachers; improve students learning; enhance technological literacy among students; expand educational access to remote communities that were formerly deprived of education due to distance.

Meanwhile, as of mid-2024 the Kaduna State Government has built and commissioned 62 new secondary schools with modern facilities, with an additional 52 planned for the next phase. Specific Senior Secondary Schools, in this revitalization drive include fully equipped computer laboratories. Furthermore 78 schools were identified for digital skills programme expansion with over 238 teachers trained (AGILE, 2024). Kaduna State Government through the Kaduna AGILE Project made significant strides in enhancing digital literacy among secondary school students, the program continues to do so, by delivering digital skills training to teachers, renovating computer laboratories, providing solar power solutions, and equipping schools with devices and internet connectivity, the initiative aims to empower students with essential digital skills. Over 22,000 students were trained across 104 senior secondary schools in the State. In terms of support with equipment, the project has provided 1,250 laptop computers, 5KVA Solar Power Solutions to 100 Schools, 50 Projectors, 50 Projection Screens, and also trained 246 teachers to deliver on this initiative. One of the schools that benefited from this initiative is Government Secondary School (GSS) Unguwan Baro in Chikun Local Government Area. The newly renovated computer lab at GSS Unguwan Baro quickly became a vital center for digital learning, giving students access to technology and skills that were previously out of reach (AGILE, 2024).

In its efforts The National Information Technology Development Agency (NITDA) has established a total of 222 ICT centres which include 18 communities and 3 ICT hubs Nationwide in the last two years and is planning to establish 1, 600. NITDA and the Kaduna State government have begun the process of training 75,000 people from the state in various aspect of Information Technology in order to enhance the human capital development. However, this is far below the expected number of computer based testing centres required for WAEC examinations across Kaduna State. However the Kaduna State Government has secured the commitment of the West African Examination Council (WAEC) to construct the first computer based test (CBT) Centre in the Northern part of the country.

Obstacles facing the adoption of ICT in Nigeria includes; lack of availability of the facilities, negative perceptions and attitudes of teachers and the students towards technology. To conduct examination for courses involving large number of students is a major challenge in Nigeria. In the past, the mode of conducting examination was pen and paper but in recent years most institutions have adopted the use of CBT to examine students in large classes. However, being in early stage, studies have shown that there are many challenges which needs to be

identified and improve to maximize the benefits of its usage. Oladimeji and Mwuese (2018) revealed loss of network connection, computer malfunctioning during examination and insufficient time allocated for CBT examination as challenges. Also, inadequate ICT infrastructure was identified by Okocha, Toluwani, & Owolabi, (2017) CBT usage in higher institution examination for large classes. In addition, Ebimbo, Igwe, & Okafor, (2021) mentioned insufficient time and system or software failure, lack of ICT practical knowledge by teachers assigned to supervise CBT examinations, visually impaired students complained of unclear voice, some physically handicapped students could not use mouse, erratic power supply during CBT examination coupled with the present high cost of diesel for alternate source of power and time duration allotted affect some students who are not that versatile with the use of mouse and keyboard as observable challenges.

The National Policy on ICT in Education. The policy thrust devolves into a number of focal areas geared at ensuring the attainment of qualitative education for the enhancement of development, global sustainable socio-economic competitiveness and the individual's development and fulfillment. In order to enhance the use of ICT in our schools, the Federal Ministry of Education in May, 2019 developed ICT policy provides the needed guidance and expectations from all stakeholders in the entire process of ICT integration in education. Its implementation therefore, is expected to lead to a speedy transformation of computer-based testing (CBT), teaching, learning, research and administration. Consequently, this will ensure that graduates at all levels of education possess the required ICT competencies for socio-economic development, global competitiveness and self-reliance. ICT facilities help teachers and students to study online, access websites and dictionaries, complete assignments and researches, saving and retrieving huge information anywhere and anytime they want. (FME, 2019).

Migration from pen and paper to CBT would reduce logistics costs, enhance exam security, and widen accessibility. WAEC started with the fourth series of our private candidate examinations about two years ago, and it was successful. This year's private candidate exam, second series, is fully computer-based with no option for pen and paper. Invariably, next year's school candidate exam will be fully computer-based as well urged schools to upgrade their ICT centres, in line with WAEC's standards, stressing that the CBT model "is here to stay. WAEC will not lower the standards. Any school that wants to host the exams within its premises must provide the required equipment and infrastructure. (WAEC, 2026). Based on the above the study assessed the availability, functionality and adequacy of ICT-facilities for WAEC CBT examinations in Kaduna State, Nigeria in order to determine the readiness for this giant move by the WAEC to change the traditional paper and pen examinations to Computer Based Examinations in Nigeria.

Objectives

The study was guided by the following objectives

1. determine the availability of ICT-facilities for WAEC CBT examinations in Kaduna State, Nigeria
2. examine the level of functionality of the ICT facilities that are available for WAEC CBT examinations in Kaduna State, Nigeria
3. determine the level of adequacy of ICT-facilities for WAEC CBT examinations in Kaduna State, Nigeria

Research Questions: The study was guided by the following research questions:

1. Are ICT-facilities available for WAEC CBT examinations in Kaduna State, Nigeria?
2. What is the level of functionality of the ICT facilities that are found available for WAEC CBT examinations in Kaduna State, Nigeria?

3. What is the level of adequacy of provision of ICT-facilities for WAEC CBT examinations in Kaduna State, Nigeria?

Methodology:

The study adopted a descriptive survey research design. The population of this study consisted of 432 private and public senior secondary schools that registered as West African Examination Centres and 141,408 SS3 private and public senior secondary schools students' in Kaduna State. Checklist on availability, adequacy and functionality of ICT Facilities (CAAFIF) was used for the data collection, the data was collected using six research assistants two from each senatorial district, the research assistants were trained for the period of two days and were instructed to collect the data under strict confidentiality. All the four hundred and thirty two public senior secondary schools were used as the sample of the study as the population is manageable. The check list was used to collect the data from the schools with aid of research assistants. The collected data was analyzed using percentage, frequency count, mean, and standard deviation to answer the research questions. The study adopted the benchmark used by Onu and Ezhim (2019), which any item with a response of 70% and mean of 3.50 above were considered available, adequate and functional, while any item with a response of less than 70% and mean of 3.50 were considered unavailable inadequate and not functional ICT facilities. The computer-to student ratio was determined to be 1:5. The adequacy of computers was determined using this ratio. According to Pareek (2019), the ratio of 5 students per computer is considered by many experts to be an acceptable level for the successful usage of computers in schools.

Results

Research Question One: Are ICT-facilities available for WAEC CBT examinations in Kaduna State, Nigeria?

Table 1: ICT-Facilities Available or Unavailable for WAEC CBT examinations

S/No.	ICT-Facilities	N		Available		Unavailable		Remarks
				F	(%) Mean	F	(%) Mean	
1.	ICT Centre	432	133	31	1.51	299	69	3.46 Unavailable
2.	ICT Staffs	432	99	23	1.15	333	77	3.85 Unavailable
3.	Functional Computers	432	68	16	0.79	364	84	4.21 Unavailable
4.	Robust Server	432	12	03	0.14	420	97	4.86 Unavailable
5.	Local Area Network (LAN)	432	12	03	0.14	420	97	4.86 Unavailable
6.	Functional Air Conditioners	432	55	13	0.64	377	87	4.36 Unavailable
7.	Uninterrupted Power Supply	432	110	25	1.27	322	75	3.73 Unavailable
8.	Backup Generator	432	128	30	1.48	304	70	3.52 Unavailable
9.	CCTV Cameras	432	53	12	0.61	378	88	4.38 Unavailable
10.	Holding Room or Reception	432	10	02	0.12	422	98	4.88 Unavailable
Grand Percent & Mean Total				3.66	0.91		96.34	4.09

The results presented in Table 1 above shows that: all the ten (10) items were found unavailable with only 3.66 percent and mean value of 0.91 for the conduct of computer-based-test in senior school certificate examination in Kaduna State. Only 133 out of 432 WAEC senior school certificate examination Centres in Kaduna State has CBT Centres indicating only 31 percent and mean of 1.51, 99 out of 432 WAEC senior school certificate examination Centres indicating 23 percent and mean of 1.15 has ICT Staffs, 68 out of 432 WAEC senior school certificate examination Centres has functional computers indicating 16 percent and mean of 0.79, 12 out of 432 WAEC senior school certificate examination Centres indicating 3 percent with mean of 0.14

has robust Servers and Local Area Network (LAN), 55 out of 432 WAEC senior school certificate examination Centres indicating 13 percent with mean of 0.64 has air Conditioners indicating, 110 out of 432 WAEC senior school certificate examination Centres has uninterrupted power supply indicating 25 percent with mean value of 1.27, 128 out of 432 WAEC senior school certificate examination Centres has backup generators indicating 30 percent with mean value of 1.48, 53 out of 432 WAEC senior school certificate examination Centres has CCTV Cameras indicating 12 percent with mean of 0.61 and 10 out of 432 WAEC senior school certificate examination Centres has receptions or holding rooms for the conduct indicating only 2 percent with a mean of 0.12.

Research Question Two: What is the level of functionality of the ICT facilities that are available for WAEC CBT examinations in Kaduna State, Nigeria?

Table 2: Level of Functionality of ICT Facilities that are Available for WAEC CBT examinations

S/No.	ICT-Facilities	N.	Functional F	(%)	Mean	Not functional F	(%)	Mean	Remarks
11.	ICT Centre	133	103	77	3.87	30	33	1.13	Functional
12.	ICT Staffs	99	99	100	5.00	00	00	0.00	Functional
13.	Functional Computers	68	60	88	3.41	08	12	1.59	Functional
14.	Robust Server	12	12	100	5.00	00	00	0.00	Functional
15.	Local Area Network (LAN)	12	10	83	4.17	02	17	0.83	Functional
16.	Functional Air Conditioners	55	55	100	5.00	00	00	0.00	Functional
17.	Uninterrupted Power Supply	112	110	98.2	4.91	02	1.8	0.09	Functional
18.	Backup Generator	128	100	78	3.91	28	22	1.09	Functional
19.	CCTV Cameras	53	40	75	3.77	13	25	1.23	Functional
20.	Holding Room or Reception	10	10	100	5.00	00	00	0.00	Functional
	Grand percent & Mean			78	4.40		22	0.60	

The results presented in Table 2 above shows that: all the ten (10) items from the schools that has ICT Centres were found to be functional with grand percentage and mean of 78 and 4.40 respectively. Indicating 103 out of 133 that has CBT Centres for the conduct of WAEC senior school certificate examination in Kaduna State were found to be functional indicating 77 percent with a mean value of 3.87, 99 out of 99 WAEC senior school certificate examination Centres that has ICT Staffs were found to be functional indicating 100 percent with a mean value of 5.00, 60 out of 68 WAEC senior school certificate examination Centres has computers were found to be functional indicating 88 percent with a mean value of 3.41, 12 out of 12 WAEC senior school certificate examination Centres that has robust Servers were found to be functional indicating 100 percent with a mean value of 5.00, 10 out of 12 WAEC senior school certificate examination Centres that has Local Area Network (LAN) were found to be functional indicating 83 percent with a mean value of 4.17, 55 out of 55 WAEC senior school certificate examination Centres that has air Conditioners were found to be functional indicating 100 percent with a mean value of 5.00, 110 out of 112 WAEC senior school certificate examination Centres that has uninterrupted power supply were found to be functional indicating 98.2 percent with a mean value of 4.91, 100 out of 128 WAEC senior school certificate examination Centres that has backup generators were found to be functional indicating 78 percent with a mean value of 3.91, 40 out of 53 WAEC senior school certificate examination Centres that has CCTV Cameras were found to be functional indicating 75 percent with a mean value of 3.77 and 10 out of 10 WAEC senior school certificate examination

Centres that has receptions or holding rooms were found to be functional for the conduct indicating 100 percent with a mean value of 5.00.

Research Question Three: What is the level of adequacy of provision of ICT-facilities for the conduct of computer-based-test in senior school certificate examination in Kaduna State, Nigeria?

Table 3: Level of Adequacy of Provision of ICT-Facilities for WAEC CBT examinations

S/No.	ICT-Facilities	Fun. ICT-Fac.	N	Stu. Enrlt.	Stu. Ratio	Remarks
21.	ICT Centre	103	432	141,408	1:1,088	Inadequate
22.	ICT Staffs	99	432	141,408	1:1,428	Inadequate
23.	Functional Computers	60	432	141,408	1:2,357	Inadequate
24.	Robust Server	12	432	141,408	1:11,784	Inadequate
25.	Local Area Network (LAN)	10	432	141,408	1:14,141	Inadequate
26.	Functional Air Conditioners	65	432	141,408	1:2,176	Inadequate
27.	Uninterrupted Power Supply	110	432	141,408	1:1,286	Inadequate
28.	Backup Generator	100	432	141,408	1:1,414	Inadequate
29.	CCTV Cameras	40	432	141,408	1:3,535	Inadequate
30.	Holding Room or Reception	10	432	141,408	1:14,141	Inadequate
	Grand Ratio	609			1:2,322	

The results presented in Table 3 above indicated grand ratio 1:2,322 of ICT-Facilities for the conduct of WAEC CBT examinations in all the WAEC registered centres in Kaduna State per student, the findings from all the ten (10) items revealed that there were Inadequate ICT-Facilities for the conduct of computer-based-test in senior school certificate examinations in Kaduna State. Based on the students enrollment of 141,408, only 103 out of 432 WAEC senior school certificate examination Centres in Kaduna State has functional CBT Centres indicating 1:1,088 to students ratio. Based on the students enrollment of 141,408, only 99 out of 432 WAEC senior school certificate examination Centres has functional ICT Staffs 1:1,428 to students ratio. Based on the students enrollment of 141,408, only 60 out of 432 WAEC senior school certificate examination Centres has functional computers indicating 1:2,357 to students ratio. Based on the students enrollment of 141,408, only 12 out of 432 WAEC senior school certificate examination Centres indicating 1:11,784 to students ratio has functional robust Servers. Based on the students enrollment of 141,408, only 10 out of 432 has Local Area Network (LAN) 1:14,141 to students ratio. Based on the students enrollment of 141,408, only 65 out of 432 WAEC senior school certificate examination Centres indicating 1:2,176 to students ratio has functional air Conditioners. Based on the students enrollment of 141,408, only 110 out of 432 WAEC senior school certificate examination Centres has functional uninterrupted power supply indicating 1:1,286, to students ratio. Based on the students enrollment of 141,408, only 100 out of 432 WAEC senior school certificate examination Centres has functional backup generators indicating 1:1,414, to students ratio. Based on the students enrollment of 141,408, only 40 out of 432 WAEC senior school certificate examination Centres has functional CCTV Cameras indicating 1:3,535 to students ratio and Based on the students enrollment of 141,408, only 10 out of 432 WAEC senior school certificate examination Centres has functional receptions or holding rooms for the conduct indicating only 1:14,141 to students ratio.

Discussion

The findings of this study revealed that ICT facilities were found unavailable for the conduct of computer-based-test examination in senior school certificate examination in Kaduna State, this shows that educational stakeholders such as government, non-governmental organizations (NGOs) and/or other philanthropic organizations are not doing their best in providing required ICT facilities to senior secondary schools for CBT examinations. The findings showed that functional laptops with 10 per cent backups, a robust server capable of supporting 250 systems simultaneously, and a Local Area Network (LAN) setup. Other mandatory requirements include functional air conditioners and lighting, uninterrupted power supply, a backup generator of at least 40kVA, CCTV cameras, and a holding room or reception facility for candidates are unavailable in the secondary schools for the conduct of WAEC CBT Examinations in Kaduna State. This finding is in consonant with the findings of Olabode, Alagbe, Aikomo, & Fabowale, (2026) which concluded that Key ICT resources including internet facilities, consistent power supply, printers, photocopiers, e-learning platforms, video conferencing tools, reference management software, and accounting software are either unavailable or grossly underutilized.

This finding is in consonant with the findings of Abdullahi, Abdulrahman, Okogun, & Aliyu, (2026) who concluded that ICT facilities were found to be inadequate and lacking in Adavi Local Government Area in Kogi State. This finding is also in consonant with that of Achor & Ityobee (2020) which revealed that ICT facilities were not available in Upper Basic schools in Benue State. Also, Onu and Ezhim (2019) revealed that most ICT facilities were not available in most secondary schools. However, the findings showed that the ICT facilities provided to the secondary schools are not adequate. These include: minimum of 250 functional laptops with 10 per cent backups, a robust server capable of supporting 250 systems simultaneously, and a Local Area Network (LAN) setup. Other mandatory requirements include functional air conditioners and lighting, uninterrupted power supply, a backup generator of at least 40kVA, CCTV cameras, and a holding room or reception facility for candidates to for the conduct of WAEC computer-based-test in senior school certificate examination and so on. The finding agrees with study of Odinaka and Ugwu (2019) shows that ICT facilities are not adequately available for effective teaching and learning in public secondary schools in Enugu state. This indicates that the available ICT facilities that existed in the secondary schools for the conduct of WAEC CBT examinations are not adequate as compare to the population of the students. The findings also is in comformity with the findings of Musa (2024) which stated that there is none availability of ICT facilities for teaching and learning of Building Engineering Drawing in Technical College in Kaduna State.

The findings of the research question two indicated that the available ICT facilities provided to the few secondary schools are functioning. Even though the study found that ICT facilities were not available in the majority of secondary schools. Therefore, this study pinpointed available ICT facilities that are found in few WAEC examination centres in Kaduna State secondary schools are in good condition. This finding is in consonant with the findings of Olabode, Alagbe, Aikomo, & Fabowale, (2026) which concluded that ICT integration in Business Education across the studied institutions in Oyo State is at a minimal level While students have access to computer laboratories and desktop computers to some extent, the actual utilization of ICT tools for teaching and learning remains significantly low. This finding is in consonant with the findings of Abdullahi, Abdulrahman, Okogun, & Aliyu, (2026) who concluded that Actual classroom ICT facilities use during teaching was minimal reflecting poor facility integration Adavi Local Government Area in Kogi State. The finding is also in consonant with that of Musa, (2024) which stated that ICT Facilities for teaching Building Engineering Drawing were found functional in some selected Technical Colleges in Kaduna state. The finding of this research also in conformity with the findings of Haruna, Umar, & Abdullahi, (2022) which stated that lectures in FCE Zaria are able to utilize most ICT tools for classroom instruction and CBT examinations, this is because the facilities are in good working condition.

The findings of the research question number three revealed that ICT facilities for the conduct of WAEC CBT examinations were found Inadequate in Kaduna State. this is in consonant with the findings of Olabode, Alagbe, Aikomo, & Fabowale, (2026) which concluded that Key ICT resources including internet facilities, consistent power supply, printers, photocopiers, e-learning platforms, video conferencing tools, reference management software, and accounting software are either unavailable or grossly underutilized. The finding is also in conformity of Odinaka and Ugwu (2019) who revealed that ICT facilities are not adequately available and those little available ones were not fully utilized for effective teaching in public secondary schools in Enugu state. Nsama, Masaiti & Akakandelwa (2020) stated a low access to ICT facilities by teachers which resulted in low usage of the available ICT facilities. ICT facilities that are supposed to be adequate include: minimum of 250 functional laptops with 10 per cent backups, a robust server capable of supporting 250 systems simultaneously, and a Local Area Network (LAN) setup. Other mandatory requirements include functional air conditioners and lighting, uninterrupted power supply, a backup generator of at least 40kVA, CCTV cameras, and a holding room or reception facility for candidates to for the conduct of WAEC computer-based-test in senior school certificate examination. These requirements are currently under legislative suspension as House of Representatives directed the Federal Ministry of Education and the West African Examinations Council (WAEC) to suspend the planned full rollout of Computer-Based Testing (CBT) for the 2026 May/June Senior School Certificate Examination (SSCE), warning that premature implementation could trigger “massive failure, depression, and deaths” among students.

Leading the debate, highlighted that over 70 per cent of Nigeria’s secondary school students are in rural areas where schools lack functional computers, internet access, constant electricity, and qualified ICT teachers. (Education, S. 2025). The house urged the Federal Ministry of Education and State Governments to allocate funds in the 2026–2029 budgets for Recruitment of qualified computer teachers, construction of ICT-compliant examination halls with reliable internet, provision of standby generators and comprehensive assessment of private schools’ CBT readiness. The Green Chamber set 2030 as the earliest feasible date for full CBT implementation, allowing a minimum three-year preparatory window. (Education, S. 2025).

Conclusion

Based on the findings of this study, it was concluded that ICT facilities were found unavailable given that only 3.66 percent with a mean value of 0.91 were found for the conduct of WAEC computer-based-examinations in senior school certificate examinations in Kaduna State. ICT facilities in the schools that are available were found to be functional with grand percentage and mean of 78 and 4.40 respectively for the conduct of WAEC computer-based- examinations in senior school certificate examinations in Kaduna State. And ICT facilities were found Inadequate indicating grand ratio of 1:2,322 for the conduct of computer-based- examinations in senior school certificate examination in Kaduna State. The state is critically unprepared for WAEC's proposed 2026 CBT transition. This finding supports the House of Representatives' November 2025 resolution to suspend the CBT rollout till 2030.

Recommendations

The following recommendations were made based of the findings of the study:

1. Educational stakeholders such as government, non-governmental organizations (NGOs) and/or other philanthropic organizations should prioritize the supply of up-to-date WAEC recommended ICT Facilities for the conduct of WAEC computer-based-examinations in senior school certificate examination.

2. School administrators must ensure that ICT facilities are functional by establishing a regular maintenance program. This may entail doing frequent inspections of the facilities, fixing any flaws, and replacing any components that are no longer functional and partnership with internet service providers, investment in campus-wide WiFi infrastructure, and subsidized data plans for the conduct of WAEC computer-based-examinations in senior school certificate examination.
3. Government should make sure adequate ICT facilities are provided to at least ratio 1:5, improved internet connectivity, and engage with stakeholders for the smooth conduct of WAEC computer-based-examinations in senior school certificate examinations.

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