



Problems Associated With Teaching Of Information And Communication Technology In Secondary Schools In Rivers East Senatorial District

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ABSTRACT

The study examined the Problems Associated with the Teaching of Information and Communication Technology in Secondary Schools in Rivers East Senatorial District. One research question and one null hypothesis guided the study. The population of the study consisted of all Secondary School teachers (male and female) in the Rivers East Senatorial district. A sample size of 240 was randomly selected from the study population through the random sampling technique. The instrument used for the study was questionnaire developed by the researcher was validated by a Measurement and Evaluation expert and two Business education experts from the Faculty of Education, Rivers State University. The Pearson product moment correlation (PPMC) was used to measure the reliability of the instrument which yielded reliability co-efficient of 0.75. The data collected, were analyse using mean ratings and standard deviation for the research questions and t-test statistics was used to test the null hypothesis at 0.05 level of significance. The study revealed that teachers related problems affect the teaching of ICT in public Secondary Schools to a high extent. The findings further revealed that guidance and counselling related problems, instructional facilities related problem and management- related problems to a high extent, affect the teaching of ICT in public Secondary Schools in Rivers East Senatorial district. Based on the findings, it was recommended among other things that enough qualified ICT teachers should be employed into the public Secondary Schools. Teachers should be given relevant text books for teaching of ICT and that they should be attending professional conferences to enable them handle ICT.

Keywords: Problems, Teaching, Information and Communication Technology

INTRODUCTION

The emergence of computer into education has brought life to education. Granito (2012) noted that it is a motivating tool for teaching and learning in schools. No wonder the objectives of introducing computers into public secondary schools by the government was the desire to help students become literate, and to ensure students graduating from the school are equipped with computer literacy skills to enable them compete for jobs in the world of work. Uduosoro (2000) explains that computers were first brought into the classroom by those who saw the way in which they helped facilitate their process. It is an important tool in improving the teaching-learning process. Data provided by computer is used to determine the student's amount of learning done, his attitude, knowledge, personality and skill acquired by teaching-learning (Abimkbade, Onasanya (2010). Computers have now been accepted "unconditionally" as an integral part of the entire educational

system. It has become one of the most dynamic and innovative areas of growth in education, hence utilization of computer technology.

This invariably suggests why a computer knowledge has a positive relationship with computer utilization (Olaloye, 2009), and implementing computer technology in public secondary schools would bring about widespread changes in the school system, teaching strategies and teachers beliefs and improved physical facilities. Accordingly, the introduction of computer is a major and most influential technology of the last millennium which has brought about information technology. Bankole (2003) sees information technology as the creation, collection, storage, processing, transmission, display and use of information by people and machine. In response to this, the Federal Government of Nigeria launched the National Policy on Computer Literacy in 1988 at primary, secondary and tertiary levels of education. One of the general policy objectives of the committee on computer literacy is to enable the present generation of school children at different levels of education appreciate the potentials of the computer and be able to utilize the computer in various aspects of life. George (2000) added that technology can play a vital role in helping students meet higher standard and perform at increased levels by promoting alternative, innovative approaches to teaching and learning. This is however contrary to Nickerson in Rotich (2018), who identified causes of resistance on the use of computer by teachers on fear of obsolescence, fear of the unfamiliar operations and the thought that computers have a dehumanizing effect. These psychological factors have also been linked with improving student academic performance (Ruiz and Lupianez, 2009), hence, in considering computer utilization, psychological factors like computer anxiety should be put into consideration. This is because studies have shown that computer anxiety, lack of confidence, and lack of enjoyment influence both the acceptance of computers and their use as teaching and learning tools (Fletcher and Deeds, in Husaini (2012).

Information Technology (IT) is the processing of information by the computer. Information technology is an umbrella for the entire computer industry. This actually took 40 years before the industry settled on what to call itself. This then calls for accessibility of ICT facilities. The maximum use of ICT can only take place when the teachers and students have the opportunity of using its facilities at any time of the day for teaching and learning.

Furthermore, information created and disseminated by a computer is moved via networks and common carriers. Information technology embraces everything that delivers information to the user. In education, it enables one to attend classes and receive lessons anytime, anywhere. Therefore, information technology comprises the knowledge, skills and understanding needed by one to employ information communication technology appropriately, securely and fruitfully in teaching, learning and everyday life. It then means that without the knowledge of information technology, one cannot work on ICT facilities very well. This then calls for the need for the teachers and learners to be well trained on how to use the computer (training on several packages) before ICT can be well utilized by them in teaching and learning.

In general, the learners and teachers are supposed to have basic knowledge of the computer before ICTs can be operated fully in teaching and learning. Young (2008), observed that people can gain basic computer skills without formalized assistance. ICT therefore can be defined as the use of information in order to meet human need or purpose including reference of the use of contemporary device such as the internet.

Blurton (2002) summarized the definition of ICT as a set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies he stated include computers, the internet, broadcasting technologies (radio and television) and telephone.

Nevertheless, it is observed that some secondary schools in Rivers East senatorial district are having some related problems in the teaching of ICT in their schools. The researchers therefore deems it necessary to carry out an empirical study on this note, to access the related problems associated with the teaching of ICT in public secondary schools in Rivers East Senatorial District.

Statement of the Problem

The integration of computer into secondary education system has been laudable. This is because teachers and students are provided with ample opportunity to acquire new information and knowledge with limited amount of time. Kanu, in Mikre (2011) while affirming this asserted that certain teaching methods make effective use of the computer and internet resources in schools.

On the other hand, Bot in Mensah (2003) averred that lack of information resources in most schools, and the slow pace of policy implementation regarding the provision of ICT in schools create inequality in the education system. This is true as the internet allows cost-effective information delivery services, collaborative and distance education, more than has ever been imagined. Observation shows that despite these laudable achievements of the integration of computer into schools, student problems are attributed to technical and administrative issues.

In addition, teachers maintain that they do not have enough period to assist students with new technology. There is also lack of functioning computer systems and as such, teachers are unable to adequately fulfill their roles as subject teachers. It is therefore important that these problems be explored empirically.

Purpose of the Study

The purpose of this study was to examine the problems associated with the teaching of ICT in Secondary schools in Rivers East Senatorial District which consists of eight Local Government Areas (Emohua, Etche, Ikwerre, Obio/Akpor, Ogu-Bolo, Okrika, Omuma and Port Harcourt).

Specifically, the study seeks to investigate

- 1) Instructional facilities - related problems in the teaching of ICT in public secondary schools in Rivers East Senatorial District.

Research Questions

The following research questions will guide the study:

- 1) What are the instructional facilities related problems associated with the teaching of ICT in public secondary schools in Rivers East Senatorial District?

The following null hypothesis is formulated and tested at 0.05 level of significance.

1. There is no significant difference in the mean ratings of experienced and less experienced teachers on assessment of instructional facilities-related problems in the teaching of ICT in public secondary schools in Rivers East Senatorial District.

METHODOLOGY

Design of the Study

The survey design was chosen for the study and the area of the study is Rivers East Senatorial districts. The population of the study consists of all the teachers in the senior secondary schools in the Rivers East Senatorial district. A sample size of 240 which represents the total of the population was used for the study, adopting the random sampling technique. A structured questionnaire for data collection was developed. The instrument comprises two sections. The first section is made up of background information of the respondents. The second section of the instrument is made up of statements relating to the variables raised in the research question and hypothesis A-4 point rating scale was used in the instrument as follows: Strongly agree (SA) 4-Points, Agree (A) 3-Points, Disagree (D) 2-Points and Strongly Disagree (SD) 1-Point. The reliability of the instrument was determined using the test-retest method for a measure of its consistency. All the data collected was pooled together and analyzed according to the research question. In order to answer the research question, mean and standard deviation was used. To test the hypothesis, t-test was employed.

RESULTS

Research Question 1: *What are the instructional facilities— related problems in the teaching of ICT in public Secondary Schools?*

Table 1: Mean Rating on Instructional Facilities Related Problems in the Teaching of ICT

S/N	ITEMS	MALE		FEMALE		MEAN SET	REMARK
		X	SD	X	SD		
1.	There is no modern library for teachers and students	2.90	1.18	2.70	1.34	2.80	Agree
2.	There are no internet facilities for teachers and students	2.70	1.34	2.94	1.20	2.82	Agree
3.	There is enough ICT facilities	3.20	1.15	2.90	1.18	3.05	Agree
4.	There are no free browsing centres in the School.	2.8	1.24	2.60	1.34	2.70	Agree
5.	There is no regular power supply	2.6	1.37	2.67	1.30	2.80	Agree
	Grand mean /SD	2.84	1.26	2.76	1.28	2.80	Agree

Data on table 1 showed that the male and female respondents agree with all items (1 to 5) on the instructional facilities related problems in the teaching of ICT in Secondary Schools. As such, they agree that there is no modern library for teachers and students, no internet facilities for teachers and students, no enough ICT facilities, no free browsing centres in the School and no regular power supply. Both the male and female respondents' grand mean scores of 2.84 and 2.76 and standard deviation of 1.26 "and 1.28 respectively indicated that the responses are closely spread and there is no much variations.

Hypothesis 1

There is no significant difference in the mean ratings of male and female teachers regarding instructional facilities related problems in the teaching of ICT in public Secondary Schools.

Table 2: Summary oft-test of Mean Ratings of Male and Female Teachers on the problems in the teaching of ICT in Public Secondary Schools

Respondents	N	X	SD	Df	&	t-cal	t-crit	decision
Male	120	2.84	1.26	238	0.05	0.31	1.96	Accepted
Female	120	2.7	1.28					

Table 2 revealed the t-calculated value of male and female respondents on instructional facilities related problems in the teaching of ICT was retained. This means that there is no significant difference in the mean ratings of male and female teachers on the instructional facilities related problems associated with the teaching of ICT in public Secondary Schools.

DISCUSSION

It was found from the result presented in this study, that the use instructional facilities related problems in the teaching of ICT in public Secondary Schools. This finding corroborates with the findings of Amaefile (2004 & Titilayo, 2005). They reported that information and Communication Technology could not be properly acquired by the trainee unless the right quality equipment for achieving those skills are available. Ezeakor

(2003) also observed that teaching materials reinforce the quality of teacher—student's interaction and this improves students' academic performance.

CONCLUSION

Based on the findings of the study, the researchers concluded that there were so many problems affecting the teaching of ICT in secondary schools in Rivers East Senatorial District. Much emphasis was placed on the instructional facilities related problems proven by the male and female teachers of the eight (8) Local Government Areas of Rivers East Senatorial District showing no significant difference.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made.

1. Government should provide up-to-date ICT equipment in Secondary Schools.
2. Professional ICT personnel should be employed.
3. Government should review teacher's salaries to motivate them to perform effectively in schools.

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