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THE ROLE OF ICT IN IMPROVING TEACHER PERFORMANCES

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ABSTRACT
Information and Communication Technology (ICT) has become a global issue of discourse in almost all aspects of human endavour including teaching and learning. Effective teaching and learning in this modern world cannot be carried out without using information and communication technology gadgets. The study investigated the difficulties encountered by teachers in the application of ICT facilities and the strategies that government should adopt to ensure the application ICT in teaching and learning in schools. A total of 785 secondary school teachers were used for the study. The questionnaire was the instrument used to elicit information on the difficulties encountered by teachers in the application of ICT and also the strategies the government should adopt to ensure the application of ICT in teaching and learning. The result of the responses was analyzed using mean score. Finding shows that teachers have lost of difficulties implanting ICT. Recommendations made include that the government should supply electricity to schools. Connect the schools to the internet facilities and send teachers to workshops on the use of intent facilities. All these things if done will ensure improvement in teacher performance.

Introduction

Information and Communication technology (ICT) has permeated through all facts of human endeavour including education. The teacher is one whose work is to transmit knowledge to the learner. For effective transmission of knowledge to the learner in the classroom, the teacher who s the heat of teaching learning process needs the knowledge of ICT. It is evident that teachers need the knowledge of ICT in order to meet up with the demands of teaching and learning ICT is now more prevalent in education than ever before. This is due in part to the dramatic changes and practice that have characterized the work places.

In addition, Information Communication Technology is a fabulous tool that aids teachers with many job-related tasks. For example software programmes help store students marks and prepare report

cards. Delivery is made easier, with presentation of software and hardware and parent communication is made simple by e-mail correspondence. The use of ICT for teaching science is paramount in this era of Information Communication Technology. ICT will help to improve teacher competence especially when new subjects are introduced in the school system.

Technologies for instruction is not peculiar to any area of specialization, but to all deciphers with a view to reviewing or reducing hindrances encountered in teaching and learning to the barest minimum Olanrewagu (2003). Information and Communication Technology (ICT) is computer related technology used to process, manage, store and transmit data. It is a term that frequently lacks adequate definition. One of the main reasons is the breath in scope that this term encompasses. It includes both the hardware and software associated with the computer. To gain an understanding of the concept of ICT, the term must be looked at from its constituent parts. The "T" stands for technology. It is the application of science to accomplish desired objective. In the case of ICT, the definition of technology is narrowed to include only computer related purposes. Hardware and software are specifically used to process, manage, store and transmit data.

The question the is "in this information age, are our teachers in Nigeria exposed enough to the varied technological facilities, virtual library, e teaching and e learning, that is to say the ICT demands of the age for qualitative education?" The answer is no. That is then the background for which this study is based. Consequently, studies have confirmed that the vast majority of our teachers lacked basic computer resources, equipment or skills.

This severally impacts on their ability to get most out of their learning experiences and their preparedness to accomplish their duty well in this modern world. Many of these teachers cannot incorporate ICT skills in their teaching, research and service to the schools where they teach. This technology deficit therefore, translate into a major handicap in teaching and learning in our schools. Muhammed (2008) listed ICT facilities which should be mastered by teachers to included the radio, television, videos, computers, sensors interface boxes, e-mail satellite connection, internal software materials. All these must be

employed by teachers for effective teaching and learning. These help to improve their performance.

Statement of the Problem

Research has been conducted on ICT from different perspectives, for instance Kochenbuger (2003) examined the use of computer in modern education system in developed world. Yusuf (2005) worked on the ICT and teacher education in Nigeria while Omonyi and Aleburu (2002) in their theoretical paper examined the use of computer technology in the education of Nigerian Children. Yusuf (2005) studied the need for the integration of ICT in Nigeria tertiary education. The researchers decided to embark on the study of the role of ICT in improving teacher performances after examining related studies by other researchers.

Purpose of the study

The main purpose of the study was to find out strategies or plans for improving teacher performances through the use of ICT.

Specifically, the study was designed to:

1. Find out strategies for improving teacher performance through the use of ICT.
2. Identify problems encountered by the teacher on the Application of ICT.
3. Measures to be adopted to enhance the interest of the government and teachers on the use of ICT in teaching.

Research Questions

The study was guided by the following two research question:

1. What are the strategies to be adopted in improving teacher performances through the use of ICT?
2. What are the difficulties encountered by teachers on the application of ICT?

Design of the Study: The design of the study was a survey. It aimed at eliciting information on the strategies for improving teachers' performances through the use of ICT for effective teaching and learning.

Population of the Study: The population of the study is the entire teachers in senior secondary schools in Awka Education Zone based on the data from Project Research Statistics (PRS) department of Anambra State Education Commission, Awka 2010. The population of practicing teachers in the senior secondary section is 785.

Sample and Sampling Techniques: There was no sampling. All the 785 teachers in the senior secondary schools in Awka Education Zone were used for this study.

This is because the researchers considered this study. This is because the researchers considered this figure to be manageable.

Instrumentation: The instrument used for collection of data was a structural questionnaire designed by the researchers and titled information on the role of ICT in improving teacher performances. Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The respondents ticked good on the option that best described their opinion.

Validity of the Instrument: Face and content validity was used to validate the instrument. Draft of the instrument was given to two experts in the Departments of Measurement and Evaluation and Guidance and Counselling of Nnamdi Azikiwe University Awka for validation. They criticized the draft and made amendment before the final draft was prepared.

Reliability of the Instrument: Cronback Alpha method was used to determine the reliability of the questionnaire items used for the study. The coefficient obtain was 0.84 which was considered high enough to conclude that the instrument was reliable.

Method of Data Analysis: The researchers personally administered the instrument on the respondents. The researchers waited and collected the completed copies of the questionnaire. All the 785 distributed were retrieved. Mean scores were used to answer the research questions. Values were assigned to the opinion of the respondents as follows:

Strongly agree	=	4
Agree	=	3
Disagree	=	2
Strongly Disagree	=	1

Any mean score of 2.50 and above was accepted while any mean below 2.5o was rejected.

Presentation of Results

Research Question 1

What are the strategies to be adopted in improving teacher performances through the use of ICT?

Table 1: Mean scores on the strategies to be adopted in improving teacher performances through the use of ICT.

S/NO	ITEMS	Mean	DECISION
1.	ICT gadgets should be provide in schools no matter the cost.	3.91	Accepted
2.	Teachers should be given the opportunity to go for ICT training free.	3.82	Accepted
3.	Computer should be given to each teacher free.	3.26	Accepted
4.	Schools should be connected to electricity supplies and to the internet.	3.11	Accepted
5.	Schools should be provided with enough computers as well as making the schools own websites and e-mail addresses to facilitate quick and easy access to scientific information.	3.71	Accepted
6.	Efforts should be made by government and Individuals to provide ICT facilities ins schools.	3.73	Accepted
7.	ICT study programs should be included in the school curriculum	2.68	Accepted
	Section mean	3.46	Accepted

In table 1, items 1-7 have mean scores above 2.50 and section mean of 3.46. This is an indication that the strategies suggested were all accepted by the teachers. It is then for the government to implement the strategies so as to ensure improvement in teacher performances through the use of ICT.

Table 2: mean scores on the difficulties encountered by teachers on the application of ICT.

S/NO	ITEMS	Mean	DECISION
8.	Most teachers in our schools do not have adequate knowledge on ICT facilities	3.43	Accepted
9.	Ins schools where ICT facilities exist, They are not enough to make the required impact.	3.45	Accepted
10.	Funds should be made available to schools for the maintenance of ICT facilities.	3.08	Accepted
11.	Most of the ICT facilities in schools are not connected to the internet	3.52	Accepted
12.	Most teachers don't have access to ICT facilities.	3.44	Accepted
13.	Most schools don't have access to public power supply.	3.55	Accepted
14.	Teachers are not often sponsored to go to ICT training by government.	3.55	Accepted
	Section Mean	3.45	Accepted

In table 2 above, the data indicated that the mean score for item8 -14 exceeded 2.50 for teachers sampled. This shows that teachers accepted the fact that they

encounter many difficulties in the application of ICT in teaching and learning. The section mean of 3.45 also confirmed what was said.

Discussion of findings

The result of this study showed that teacher's encounter lost of difficulties on the application of ICT in schools. Most teachers lack adequate knowledge of ICT. In schools where facilities exits, they are inadequate. Most schools don't have access to public power supply. They are also not connected to the internet. Aduwa-Ogiegbaen and Iyamu (2005) speaking on the era of globalization where free flow of information via satellite and internet in schools.

Teachers are not sponsored by their respective employers to go for Ict workshops, seminars and conferences. Because of this prevailing situation the Nigerian classrooms are ICT sick and the only panacea is a witty integration of ICT in them in order to evoke a pedagogical transformation and revolution, Anayebe (2008). The issue of public power supply. Aderounwu (2006). To government and individuals should help to provide ICT gadgets no opportunity to go for ICt training free of charge and government should give teachers soft loans to purchase their own computer. ICT study programmes should be included in the school curriculum and made compulsory for all students. Aduwa Ogiegbaem and Iyamu (2005) noted that Nigeria is on the wrong side as it has not made any serious effort to integrate ICT into secondary school curriculum.

Implications of the Findings

The findings of this study show that if the strategies mentioned are adopted, teacher performance through the use of ICT will improve drastically. Also if the difficulties mentioned are taken good care of, teaching and learning in our schools will improve drastically.

Recommendations

The following recommendations are made:

1. State and federal governments should establish electricity, generating plants that will provide constant electricity in urban semi urban and rural schools.
2. Government at all levels in collaboration with foreign companies should internet all secondary schools internetworking programme. This will go a long way in bringing ICT to the door steps of Nigeria secondary school students.

3. In order for teachers and students to have access to ICT facilities, government and none governmental organizations (NGO's) should buy enough functional ICT facilities and distribute to schools.
4. In order to ensure accessibility of internet facilities, specific budgetary allocations must be made to institutions in order to facilitate accessibility.
5. Teachers should be sent frequently to workshops, seminars and conferences on ICT.
6. When most of our teachers are computer literate, the current one track mind of traditional chalk talk teaching method is likely to be minimized.

Conclusion

The world is been driven and controlled by Information Communication Technologies. Information and communication technologies have permeated all aspects of human endeavour. This paper x-rayed the strategies to be adopted in improving teacher performances through the use of ICT. It also noted the difficulties teachers encounter on the application of ICT. It has then become necessary or the Nigerian government to look into the issues rose with keen interest in order to ensure that the educational sector embraced the new information order especially as it affects teaching and learning when all these things are properly implemented, there is going to be very drastic improvement in teacher performances in our schools.

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