

Appraisal of the Application of ICT in Public and Private Colleges of Education in Enugu State, Nigeria

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Abstract

The research focused on the appraisal of the utilization of information and communication technology, (ICT) in the study of business education in the public and private colleges of education in Enugu State. Specifically, the study sought to determine the utilization of ICT in teaching, recording of results, examination process, and admission process in colleges of education in Enugu State. The study made use of descriptive statistics, from the population size of 847 academic staff in the colleges of education, a sample size of 343 was drawn using simple random sampling technique. The findings revealed that most lecturers do not make use of ICT facilities in their various academic works, and it was recommended that management of colleges of education should recruit staff that are ICT competent and ensure that all staff are retrained in line with modern technologies as to inculcate and imbibe in them relevant ICT skills in workplace.

Keywords: Information, Communication, Technology, Education, College

Introduction

Information and communication technology have become highly important in everyday affair both to lawyers, academics and to the general public. Seminars, conferences and workshops are being organized every year across the world on the relevance of information and communication technology (ICT) which emphasizes its importance for the society as well as individual development Adamu et al (2013). In the word of Curtin (2015), he stated that ICT is a set of tools and application that are facilitated by electronic means to capture, store, process, transmit and display information. ICT is utilized in various contexts such as education, health care, agriculture, library among others. One of the ways by which ICT is utilized in education is through computer assisted instruction. Aginam (2016), stated that computer assisted instruction is the utilization of computer or instructional planning. Anyamene et al (2012) said that the usefulness of ICT depends on the locality, culture and the particular ICT that is available and how it is configured and managed. ICT is a global collection of many different types of computers and computer networks that are linked together in anywhere in the world (Blurton, 2012). In education, ICT based presentation skills have been used for faster and successful course delivery processes according to Mingine (2013). Education has been identified as a vital tool for any form of development, be it economic, social or political. It is a factor that determines the state of prosperity, sustenance of welfare and security of the people (Osakwe, 2016). Adebosin (2014) stated that the yearnings, needs, aspirations as well as the cultural heritage and environment of any society determine to a large extent on the kind of knowledge and skills to be acquired. Therefore, the kind of education operated should bring about skill development as this will enable individual to live and contribute meaningfully to the overall development of the society in which they live. The government regards education as an instrument par excellence for facilitating and fostering national development as well as economic growth. Hence is imperative that the kind of education to be provided should be holistic and wholesome so as to foster balanced national development (Mndzebele, 2013). For any nation to boast of educational development, it should be able to boast of a viable and functional information and communication technology driven education (Adeyemi et al, 2010).

Statement of the problem

Yusuf (2017) described ICT as an electronic technology used for accessing, processing, gathering, manipulating, presenting and communicating information. He emphasized that when ICTs are employed in education, they can accelerate, enrich and deepen basic skills in reading, writing, arithmetic and the sciences besides motivating and

encouraging students to learn as they become more independent and responsible for their learning. With many constraints and hardship that were experienced in colleges of education in pre-ICT era, there is still the problem of non-availability of ICT for instruction, low level of students' skill development, high cost of equipment, lack of skilled teachers/trainers and poor power supply. These have been serious clog to the utilization of ICT. Despite, the enormous benefits of ICT, it has not yielded the desired results expected from it.

Objectives of the study

The objectives sought to determine:

- i The utilization of ICT in the teaching and recording of results by lecturers in colleges of education in Enugu state.
- ii The impact of ICT in admission and examination processes by lecturers in colleges of education in Enugu state.

Review of Related Literature

Conceptual Review

Information and Communication Technology (ICT)

From the technical perspective, the term ICT refers to the range of technologies that are applied in the process of collating, storing, editing, retrieving and transfer of information in various forms. Ogechukwu et al (2010) stated that ICT is the processing and maintenance of information, and the use of all forms of computer communication network and mobile technologies to mediate information. They further stated that ICT means any equipment or interconnected or subsystem of equipment that is used in the automatic acquisition, storage, manipulation, movement, control, display, switching, interchange, transmission and reception of data. Anderson et al (2012) stated ICT is used in accessing, processing, gathering, manipulating, and presenting and communicating information. Nigeria as a nation has recognized the pivot roles of ICTs in the revitalization and the development of the country's education system. This recognition brought about the development of specific ICT related policies so that the country's education system could harness the potential of ICT for instructions in schools. The Nigerian National Policy for Information Technology in 2014 recognized the need for ICT utilization in education. The three major objectives of using ICT in education delivery include empowering the youths with ICT skills, to prepare them for competitiveness in a global environment; integrate ICT into the mainstream of education and training (Yusuf, 2017). In view of the meaning of ICT as described, it could be concluded that in order to prepare students for that kind of technological education, complete internet and internet services are needed.

Education

Nwangwu et al (2015) defined education as the act or process of imparting or acquiring general knowledge, developing the process of reasoning and judgment, and generally of preparing oneself or others intellectually in line with a profession. It is a process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs and habits. Educational methods include: storytelling, discussion, teaching, training and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can also take place in formal or informal setting, and any experience that has formative effect on the one thinks, feels or acts may be considered educational. The methodology of teaching is called pedagogy. Education is commonly divided in to such stages as preschool or kindergarten, nursery, primary school, secondary school and then college, polytechnic, university or apprenticeship. Dewey (2014) stated that in most regions, education is compulsory up to certain age. Education began in prehistory, as adults trained the young ones in the skills and knowledge deemed necessary in their society. In preliterate society, this was achieved orally and through imitation. Story telling passed knowledge, values and skills from one generation to the other. All these are referred to informal education; formal education occurs in a structured environment whose explicit purpose is teaching students. Usually, formal education takes in a school environment with classrooms of multiple students learning together with a trained certified teacher of the subject. Nwauzo (2016) stated most school systems are designed

around a set of values or ideas that govern all educational choices in that system. Such choices include curriculum, organizational models, design of the physical learning spaces (e.g classroom), student-teacher interaction, methods of assessment, class size, educational activities etc (Obakhume, 2011)

The Need for ICT in Education

ICT application and use will prove beneficial in improving Nigeria's education system and give students a better education as opined by Okoro (2013). A technologically –advanced workforce will lead to ICT growth in Nigeria, with the potential to improve military technology and telecommunications, mass media communications, and skilled ICT professionals who will be well-equipped to solve IT problems in Nigeria and other part of the world. Now instructional techniques that use ICTs provide a different modality of instruments (Shail, 2013). For the students, ICT use allows for increase individualization of learning. In schools where new technologies are used, students have access to tools that adjust to their attention span and provide valuable and immediate feedback for literacy enhancement which is currently not fully implemented in Nigerian school system. The ability to use computers effectively has become an essential part of everyone's education. Skills such as bookkeeping, clerical and administrative work, stocking and so forth, now constitute a set of computerized practices that form the cote IT skills package, spreadsheets, or processors and database (Roblyer, et al 2000). The demand for computer literacy is increasing in Nigeria because employees realized that computers and other ICT facilities can enhance efficiency. On the other hand, employees realized that computer can be a threat to their jobs, and the way to enhance job security is ti become computer literate. With the high demand for computer literacy, the teaching and learning of these skills is a concern among professionals. Education system in Nigeria is lagging behind when compared to some of the world, we can only catch up and compete with others by adequate incorporation of ICT into our educational system, as stated by Ugwu (2012).

Theoretical Framework

The relevant theory to the study is communication theory propounded by Claude Shammon in 1940. This based on the human communication called 'the channel'. He stated the amount of information transferred is a measure of the effectiveness of the communication channel. This showed that communication is important in teaching and learning process which is the sole aim of education.

Empirical Review

Ogundele et al (2014) conducted a study titled, "Technical Education: Tool for Guidance and Counselling in Nigeria". They reiterated the needed for technical towards nation building. The population size was Fifty which also formed the sample size. It was discovered that the major problem facing technical education was lack of interest by the youth, and also it was recommended that government and good spirited individual should give out money for adequate operation if technical work and modern design should be encouraged through the instrumentality of ICT.

Ajani (2016) conducted a study on the "Impact of information, communication and technology on Teaching and Learning of Business Education". The population size was sixty (60) students of Adeniran Ogunsanya College of Education, Ijaniki, Lagos State. Structured questionnaire was used in collecting data while descriptive statistics was used to analyze the data collected. The findings of the study revealed that teachers are lagging behind in the use of the ICT and that there are inadequate ICT facilities in colleges of education. The study therefore recommended that government should provide well equipped ICT rooms in colleges.

Methodology

Descriptive survey research design was used. The area of study was Enugu State. There are two public and five private colleges of education in Enugu state. The population size was 847 academic staff (each of the college has one hundred and twenty-one (121) staff, and 343 of them were randomly chose to form the sample size, gotten through simple random sampling technique in which 49 persons were chosen from each college. Data collected

through structured questionnaire and were analyzed with tables and simple percentages.

Data Presentations and Analyses

The researcher prepared questionnaire of the same number with the sample size which was 343 respondents and all were duly filled and returned.

Table 1: To what extent do lecturers in colleges of education in Enugu State utilize ICT in teaching and recording of results of students?

Details	Frequency	Percentage
Very great extent	30	8.74
Great extent	43	12.54
Low extent	200	58.31
Very low extent	70	20.41
Total	343	100

Source: Field Survey, 2023

From the above table, it was discovered that 30(8.74%) of the respondents ticked to a very great extent, 43(12.54%) ticked great extent, 200 (58.31%) ticked at a low extent while 70 (20.41%) to very low extent. it could be deduced that most lectures in Colleges of Education in Enugu State do not make use of ICT in teaching and recording of students results.

Table 2: To what extent do lecturers in colleges of education in Enugu State use ICT in admission and examination processes?

Details	Frequency	Percentage
Very great extent	140	40.82
Great extent	120	34.98
Low extent	43	12.54
Very low extent	40	11.66
Total	343	100

Source: Field Survey, 2023

From the above table, it was seen that 140 (40.82%) of the respondents ticked to a very great extent, 120(34.98%) ticked to a great extent, 43(12.54%) ticked low extent, while 40(11.66%) ticked to very low extent. it could be discovered that majority of the respondents believed that the lecturers in Colleges of education in Enugu State make good use of ICT in admission and examination processes.

Summary of Findings, Conclusion and Recommendations

The study examined the impact of ICT in public and private colleges of education in Enugu State. Based on the analysis carried out, there followings were made:

- i It could be deduced that lecturers in colleges of education in Enugu State do not make adequate of ICT when teaching and recording results.
- ii It was also discovered that lecturers in colleges of education in Enugu State make good use of ICT for admission and examination purposes.

Conclusion

The benefits of ICT are enormous in educating students at all level. ICT eases learning and serves as a good teaching aid to students. The emergence of ICT has made many employees to always engage in constant training and retraining in order to be relevant in the field of his endeavor. When students are taught with ICT facilities, it enhances their performance and make lecturing friendly to students who most of them are youths. Knowledge of ICT will not only help the students but will make them to relevant and also be able to compete with their in the outer environment who are computer literate as well. Good knowledge of ICT makes someone employability rate to be high.

Recommendations

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

- i Management of colleges of education should recruit staff that possess competent ICT qualification, and re-train in service educators in line with modern technologies as to inculcate and imbibe work place relevant ICT skills in the students.
- ii It was recommended that programmes in colleges of education be revisited and upgraded to incorporate more ICT skill courses that will provide students with requisite ICT skills for employability and self-reliance.

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