

INFLUENCE OF LECTURERS' EXPERIENCE ON INFORMATION AND COMMUNICATION TECHNOLOGY COMPLIANCE IN CURRICULUM DELIVERY OF COLLEGES OF EDUCATION IN NIGERIA

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Abstract

The study investigated Influence of Lecturers' Experience on Information and Communication Technology Compliance in Curriculum Delivery of Colleges of Education in Nigeria". The design of the study is survey. The population of the study consisted of lecturers of Social Studies in colleges of education in North West, Nigeria. A total of 219 lecturers were used in the study. The study used census purposive sampling because of the manageability of the population of the study. The study also used structured questionnaire titled "Compliance of Information and Communication Technology Questionnaire (COICT-Q) as data collection instrument. The instrument was duly validated by supervisors and statisticians for content and face values. The researcher pilot tested the instrument and it was certified as statistically fit for the main work. However, the study used independent sample t-test and ANOVA to validate the study's null hypotheses at 0.05 level of significance. The study among other things found that there was no significant difference in the mean compliance scores of lecturers' on ICT in colleges of education, north-west, Nigeria in relation to their institutions' ownership type and that there was a significant difference in the mean compliance scores of lecturers' on ICT in colleges of education, Nigeria in relation to their gender. The study made some recommendations among which are the need to organize workshops, seminars and in-house training for its academic staff in colleges of education to widen their awareness and compliance of ICT in their instructional delivery process.

Keywords: Lecturer, Compliance, ICT, Curriculum and Experience

Introduction

The new millennium was introduced with a sensational digitalized breakthrough. We now live in an ever more diverse, globalize and complex media saturated society. According to Kelner (2008), this innovative transformation will greatly affect our society than that of exchange form oral to print society. This technological development leads to the needs for students to be active participants in information creation and utilization and to be able to communicate fluently and to be functional in both local and international levels. This technological advancement brought numerous changes in our daily lives among which are learning technology for digital age. Learners in this computer age are confronted constantly with a series of computer and social networking applications such as those provided by the web 2.0 tools. As the new technologies continue to grow, they reshape not only the learner's behaviors and needs but also theories and principles of learning processes, instructional design and applications. Again, Downes (2008) pointed out that in the connectivism model, learning group is depicted as a hub which is always part of a bigger system. School in the 21st century will be bound with challenged based educational projectors continuously attracting students in inclining to genuine issues key to making and inquiries that matters.

The schools will go a long ways pas physical structures to the "nerves centers" with porous and transparent dividers that provide access not just the lecturers and students but everyone to the abundance of information that exist on the planet and also facilitate a platform on which the stakeholders can interact with one another form every part of the globe. So, it's a dramatic change from the text books, chalk and black board-driven, lecturers centered and paper/pencil schooling to a purely student-centered learning system. The lecturer is currently transformed from his essential duty as a dispenser of knowledge to facilitator of learning and helping learners to transform data into information, and learning into

knowledge (Silva, 2008). According to Sherrelle (2012), a 21st century student is one who learns or works collaboratively with class mates and other peers around the world in a global classroom. Unlike in the past, where students see as someone who goes to school, spent a specific amount of time take recommended subjects receive a passing grade and finally graduate.

The training of lecturers in different subject areas as a discipline involves various methods of approach and operations. The discipline social studies, centres on systematic study of the principles and skills pertinent to all aspects of operations, resources and administration. As new concepts of learning have evolved, lecturers are expected to facilitate learning and make it meaningful to individual learners rather than just to provide knowledge and skills. These challenges ask teacher to continuously retrain themselves and acquire new knowledge and skills while maintaining their job (Carlson and Gadio, 2002). Then what can be done to help lecturer meet these challenges? Indeed, we are left with no option other than education. Lecturers need to be skilled in the use of ICT and also to be able to critically evaluate strategies for the acquisition and the appropriate application of ICT in diverse curriculum area. But they need to be aware of these ICT facilities before the compliance. Major ICT competencies required by teachers were highlighted by Kirschner and Woperies (2003) to include competency in making personal use of ICT; mastery of a range of educational paradigms that make use of ICT; competency in making use of ICT as mind stools; competency in using ICT as tool for teaching, competency in mastering a range of assessment paradigms which involves use of ICT; and competency in understanding the policy dimensions of the use of ICT for teaching and learning. Pre-service teacher education should focus on the need for student-teachers to have ICT skills for their own use in the preparation of materials for teaching and learning activities; the need to facilitate the direct use of ICT in students' learning activities within the classroom situation; and the need for teachers to develop in their students a critical awareness of ICT applications and the social implications. Similarly, Marija and Palmira (2007) classified ICT competencies into two: basic and educational ICT competence.

These competences are further elaborated in the ICT competency standards for teachers developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2008). Based on these documents, the information and communication technology competency is comprehensive than mere focus on ICT skills. Rather, it is a comprehensive approach to education reform in six broad areas of policy, curriculum and assessment, pedagogy, the use of technology, school organization and administration, and teacher professional development. The United Nation Education, Scientific and Cultural Organization (2008) standards for teachers are meant to improve teachers' practice in using ICT in an innovative way for teaching, collaborating with colleagues, and for school organization. A great number of teachers are not equipped with basic computer operational skills; therefore, for teachers to be able to integrate ICT into the school curriculum, groundwork must be done at the pre-service teacher education level. Teacher educators need to understand the dimensions of pre-service teacher attitude as a means of developing teacher education curriculum relevant for the contemporary knowledge age. In the light of the foregoing, this study examined the Influence of Lecturers Experience on Information and Communication Technology Compliance in Curriculum Delivery of Colleges of Education in Nigeria.

Objectives of the Study

The main objective of this study is to examine the Influence of Lecturers Experience on Information and Communication Technology Compliance in Curriculum Delivery of Colleges of Education in Nigeria.

The specific objectives are to:

- i. examine academic staff's compliance of Information and Communication Technology in colleges of education, north-west zone in relation to qualification;
- ii. find academic staff's compliance of Information and Communication Technology in colleges of education, north-west zone in relation to their teaching experience;

Null Hypotheses

In the light of the research questions raised, the following null hypotheses are postulated and shall be tested at 0.05 level of significance. These are:

H₀₁: There is no significant difference in the mean Information and Communication Technology compliance score of academic staff's in colleges of education, north-west zone in relation to qualification;

H₀₂: There is no significant difference in the mean Information and Communication Technology compliance score of academic staff's in colleges of education, north-west zone in relation to their teaching experience;

Methodology

The design of the study is cross-sectional survey. Cross-sectional surveys are studies in which samples are selected from a defined population and contacted at a single point in time. According to Hulley, Cummings and Newman (2007) in a cross-sectional study all the measurements are made at about the same time, with no follow-up period. The study's population comprised all lecturers in Colleges of Education numbering 5333. The study purposively selected 236 as sample size using Research Advisors (2006) table for determining sample size. The study also used structured questionnaire titled "Compliance of Information and Communication Technology Questionnaire (COICT-Q) as data collection instrument. The instrument was duly validated by experts. The consistency of the instrument was ascertained through pilot study. The Cronbach alpha formula for calculating reliability coefficient was used and 0.83 is obtained. The distributions of the questionnaire and retrieval are done simultaneously to avoid unnecessary loss. The study used ANOVA in the validation of null hypotheses at 0.05 level of significance.

Results**Null Hypothesis One**

There is no significant difference in the mean Information and Communication Technology compliance score of academic staff's in colleges of education, north-west zone in relation to qualification;

Table 1 One-way ANOVA on mean compliance scores of lecturers on ICT by Qualification

Source of variance	Sum of Squares	Df	Mean Square	F	p
Between Groups	217.60	2	108.80	.963	.383
Within Groups	24397.06	216	112.95		
Total	24614.66	218			

Table 1 presents one-way independent samples ANOVA on mean compliance scores of lecturers on ICT by the qualification. The $F(2,216) = 0.963$, $p=0.383$. The null hypothesis was retained.

Hypothesis Two:

There is no significant difference in the mean Information and Communication Technology compliance score of academic staff's in colleges of education, north-west zone in relation to their teaching experience;

Table 2: One-way ANOVA on mean compliance scores of lecturers on ICT by work experience

Source of variance	Sum of Squares	Df	Mean Square	F	p
Between Groups	50.56	2	25.28	.222	.801
Within Groups	24564.10	216	113.72		
Total	24614.66	218			

Table 2 presents one-way ANOVA on mean compliance scores of lecturers on ICT by work experience. The $F(2,216) = 0.222$, $p=0.801$. The null hypothesis was retained.

Discussions

The study found no significant difference on the basis of qualification and experience on the Influence of Lecturers Experience on Information and Communication Technology Compliance in Curriculum

Delivery of Colleges of Education in Nigeria. Abubakar (2016) study identified that the perceptions of students towards the use of ICT are in general and their opinions on the availability and the usage of these facilities in their class rooms. It was concluded that the students in areas where this research was carried out are hopeful and confident that integration of ICT into their curriculum will help tremendously but unfortunately, result of this study and other similar research works signposted that ICT facilities in most of the Nigeria schools are in short supply especially in the rural areas where basic social amenities were also a problem. It was again found from the research that in some schools especially those in the cities have only the common ICT facilities such as computers, printers, and sometimes audio devices but the high-tech facilities such as internet were not available.

In contrast, Adomi and Kpangban (2010) advocated that the policy documents states that government will intervene in both training and equipments from the basics to upper secondary levels as both compulsory pre-vocational to elective course. But as stated by Adomi and Kpangban (2007) the ICT policies in Nigeria schools have not gone beyond the piloting state. This statement seems to be factual because Farrekk and Shafika (2007) also confirmed that although ICT in now at the center of educational reform all over the world but not all countries are currently able to fully integrate ICT in to its education system, indeed observations shows that Nigeria is one of these countries as narrated by Amuchie (2015) who visited a number of government owned institutions in his research domain and indeed some schools in other areas on teaching practice supervision is encounters show that there is no significant sign that this proudly government policy has been implemented even in a state that claims education is there biggest industry.

Recommendations

From the outcome of this study, the following recommendations are made:

1. The states and federal government should allocate funds adequate for the procurement of ICT to facilitate effective communication and transaction between Lecturers and the students;
2. Workshops, seminars and in-house training for Lecturers in colleges of education should be organized periodically to equip them with skill and competencies on ICT resources;

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