ABSTRACT
The purpose of this study is to investigate the challenges associated with the implementation of ICT aided instruction in colleges of education in South-South Nigeria. The researchers formulated four research questions and four Null hypotheses for the study. A survey design was adopted for the study. 200 staffs (100 instructors and 100 administrators) were randomly sampled from the three federal colleges of education in the zone. The instrument used for data collection was structured questionnaire with 20 items to answer the four research questions of the study. Crookback alpha was used to obtain a 0.82 reliability of the instrument. The hypothesis of the study was tested using T-test at 0.05 significance level on a two tail test. The finding indicates that inadequate ICT facilities, low perception and lack of ICT competency on computer packages and irregular power supply in colleges of education are responsible for poor implementation of ICT aided instruction in colleges of education. The study recommended that more sensitization programs/awareness campaigns should be carried out on the staff of colleges to improve on the awareness and competency on ICT program. Also government should boost electricity supply since the cost of running 24 hour steady electricity on generating sets is high on individual respective colleges.

Keywords: Information Communication Technology (ICT), Competencies, Implementation

INTRODUCTION
The global adoption of information and communication technology (ICT) into education has often been premised on the potential of computer technological tool to revolutionize an out modeled educational system. This, it is hoped, will better prepare students for the information age, and/or accelerate national development efforts. Central to this vision is the powerful information age where media, business and industry become increasingly computer reliant. But despite the keenness of some institutions of higher learning to establish effective ICT education programs, there are enormous problems that may impede their proper implementation. Most significant of these is poor ICT penetration and usage among Nigeria higher education practitioners. Harvey (1983) had predicted that the effectiveness of the use of computer in education may be an important factor in determining which country will succeed in the future. Pelgrum, (2001) has opined that, in developing countries, the information age has generated a whole set of wild speculation about the necessity of educational reform that will accommodate information and communication technological tools. Educational planners in most developing countries have responded to the challenge by initiating national programs to integrate information and communication technologies
Information and communication technology (ICT), according to Nwosu (2000), is a term often used in a broad area of human activities. Generally, it is the acquisition, processing, storage and dissemination of vocal practical, textual and numeric information by microelectronic based combination of computer telecommunication. ICTs have the potential to accelerate, enrich and deepen skills, to motivate and engage students, to help related school experience, to work practice and create economic viability for tomorrow’s workers as well as strengthen administrative and instruction in schools (Yusuf, 2005).

In the view of Iwu (2005), ICT programs that can be adopted in schools to meet up with trend of change in the instructional and administration of the information age are ICT related pedagogical programmes like

- Computer aided instruction
- Tutorial method
- Drill and practice
- Simulation software
- Computer managed instruction
- Online chat room
- Video conference and tele-presence etc.

Colleges of education are saddle with the goals of

i. Producing highly motivated, conscientious and efficient classroom teachers for all level of our educational system.

ii. Providing teachers with the intellectual and professional background adequate for their assignment and make them adaptable for changing situations.

iii. Help teachers to fit to into social life of community and society at large and enhance their commitment to national goal (Fre, 2004).

In this technology driven age, every one requires ICT competence to survive, therefore ICT implementation and uses will be beneficial at improving student-teachers’ education so as to achieve the above stated educational goals. Goshit (2006); Enuku (2000); Osigwem (2005) and Iwe (2005) are of the opinion that poor implementation of ICT aided instruction are attributed to non-availability of ICT component. Okwudishu (2005) discovered that lack of adequate search skill and inability to access or use internet by instructors and administrators are responsible for poor usage of ICT instruction. Kaku (2005) highlighted irregularity in power supply as a factor responsible for poor implementation of ICT related programmes. In their own view Anigbo and Orie (2015), competency on the ICT packages like Microsoft world, power point, Microsoft excel and Microsoft publisher will improve students’ use of ICT in education. Owing to these notions, it is imperative to find out if the above mentioned factors are responsible for poor implementation of ICT aided instruction in colleges of education in south south Nigeria

Statement of the Problem

The higher education academic in the South-South Nigeria is still bedeviled with the following obstacles:

i. The conventional method of “talk and chalk”

ii. Difficulties in material sourcing prior instructional period and research.

iii. Long queue during admission clearance

iv. Misplacement of files, scores, results in admission/exams and records as a result of laxity, flood, fire, etc.

v. Manipulating of result in academic environment
vi. Poor instructional material. These continue in spite of many sensitization programmes by government agencies and non-government organizations on information and communication technology packages (computer aided instruction, computer manage instruction, networking, simulation, tutorial teaching). Hence the need to find out the problem encountered by colleges of education in the implementation of ICT aided instruction.

**Purpose of the Study**
The general purpose of the study is to determine the problems encountered by colleges of education in the implementation of ICT aided instruction. Specifically, the study seek to investigate the;

i. Nature of ICT facilities in colleges of education;
ii. Perception of ICT among instructors and administrators;
iii. Competency on some ICT programmes;
iv. Electricity in colleges of education.

**Research Question**
1. How does the nature of ICT facilities in colleges of education affect the implementation of ICT aided instruction?
2. How does the perception of ICT among instructors and administrators affect the implementation of ICT aided instruction?
3. How does lack of competency on some ICT packages affect the implementation of ICT aided instruction?
4. How does lack of regular electricity affect the implementation of ICT aided instruction in colleges of education?

**Hypotheses**

- **Ho:** There is no significant difference in the mean response of instructors and administrators on the effect of inadequate ICT facilities in colleges of education.
- **Ho:** There is no significant different on the mean response of instructors and administrators on the effect of perception of instructors and administrator in colleges of education.
- **Ho:** There is no significant different on the mean response of instructors and administrators on the effect of lack of competency in ICT packages on implementation of ICT aided instruction in colleges of education.
- **Ho:** There is no significant difference on the mean response of instructors and administrators on the effect of irregular electricity in the implementation of ICT aided instruction.

**METHODOLOGY**

**Area of the Study**
The study was carried out on the Colleges of Education within the South-South of Nigeria. The states in the South-South Nigeria are Bayelsa, Cross Rivers, Delta, Edo and Rivers State. These states are educationally disadvantaged states of Niger Delta.

**Population of the Study**
The population of the study comprised of all the instructors and administrators in the three federal colleges of education in the South-South of Nigeria. This is estimated to be about eight hundred (800) (NCCE, 2004).

**Sample and Sampling Techniques**
200 respondents (100 instructors and 100 administrators) constituted the sample of study. Simple random sampling technique was used to draw the two groups from the three (3) federal colleges of education.

**Instrument for Data Collection**
The instrument used for data collection was structured questionnaire with 20 items on a four point scale to answer the four research questions of the study. Crookback alpha was used to obtain a 0.82 reliability of the instrument.
Method of Data Analysis
The data collected for this study were analyzed by employing both descriptive and inferential statistic. Means and standard deviations were used to answer the research questions while the hypotheses were tested using T-test statistic. The decision mean was 2.5

RESULTS OF DATA ANALYSIS

Research question I
How does the inadequate of ICT facilities in colleges of education effect the implementation of ICT aided instruction in colleges of education?

Table I: Mean and standard deviation response of research question 1

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
<th>MEAN</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inadequate ICT facilities in school affect the use of ICT aided instruction</td>
<td>49</td>
<td>64</td>
<td>66</td>
<td>21</td>
<td>541</td>
<td>2.71</td>
<td>1.03</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Maintenance culture affect ICT aided instruction</td>
<td>63</td>
<td>56</td>
<td>51</td>
<td>30</td>
<td>552</td>
<td>2.76</td>
<td>1.11</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>3.</td>
<td>Colleges of education in south-south Nigeria do not have enough ICT facilities</td>
<td>65</td>
<td>58</td>
<td>45</td>
<td>32</td>
<td>556</td>
<td>2.78</td>
<td>1.14</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>High cost of ICT increase the use of ICT aided instruction in the school</td>
<td>68</td>
<td>55</td>
<td>39</td>
<td>38</td>
<td>553</td>
<td>2.77</td>
<td>1.23</td>
<td></td>
</tr>
</tbody>
</table>

Average mean = \(11.1/4 = 2.775\)

From table I above, the average mean of the respondent on the research question I is greater than the decision mean of 2.5, this implies that inadequate facilities contributes to poor implementation of ICT aided instruction in south-south Nigeria.

Research Question 2
How does perception of ICT among instructors and administrators effect the implementation of ICT aided instruction?

Table 2: Mean and standard deviation response of Research question 2.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
<th>MEAN</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The instructors &amp; administrator are interested in using ICT aided instruction</td>
<td>56</td>
<td>60</td>
<td>43</td>
<td>41</td>
<td>531</td>
<td>2.66</td>
<td>1.20</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>All the staff in colleges of education in south-south Nigeria are literate in ICT</td>
<td>62</td>
<td>58</td>
<td>47</td>
<td>33</td>
<td>549</td>
<td>2.75</td>
<td>1.14</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>3.</td>
<td>Educational software enhance the use of ICT aided instruction in your school</td>
<td>63</td>
<td>59</td>
<td>46</td>
<td>32</td>
<td>553</td>
<td>2.77</td>
<td>1.13</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Result clearance, sorting of files, payment of fees are done through the help of ICT in college of education</td>
<td>65</td>
<td>52</td>
<td>43</td>
<td>40</td>
<td>542</td>
<td>2.70</td>
<td>1.26</td>
<td></td>
</tr>
</tbody>
</table>

Average mean = \(10.89/4 = 2.7225\)
From Table 2 above, the average mean of the respondent on research question 2 is greater than the decision mean of 2.5, this implies that the perception is a factor that affect the implementation of ICT aided instruction in colleges of education in south-south Nigeria.

Research Question 3
How does lack of competence on some ICT packages effect the implementation of ICT aided instruction.

Table 3: Mean and standard deviation response of research 3.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
<th>MEAN</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Instructors &amp; administrators are all conversant with the use of ICT packages</td>
<td>73</td>
<td>52</td>
<td>47</td>
<td>28</td>
<td>576</td>
<td>2.88</td>
<td>1.14</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>2.</td>
<td>Instructors &amp; administrators face difficulty when browsing out needed information</td>
<td>59</td>
<td>66</td>
<td>44</td>
<td>36</td>
<td>558</td>
<td>2.79</td>
<td>1.16</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>ICT skills and competency can aid the use of ICT for instruction</td>
<td>59</td>
<td>62</td>
<td>56</td>
<td>23</td>
<td>557</td>
<td>2.79</td>
<td>0.99</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>All instructions in college of education are conversant with Microsoft, power point and internet browsing</td>
<td>54</td>
<td>66</td>
<td>36</td>
<td>43</td>
<td>529</td>
<td>2.65</td>
<td>1.19</td>
<td></td>
</tr>
</tbody>
</table>

Average mean = 11.11/4 = 2.7775

In table III above, average mean (2.7775) is greater than the decision mean of 2.5 which implies that the lack of competency on some ICT packages is a factor contributing to the poor implementation of ICT aided instruction in south-south Nigeria.

Research Question 4
How does lack of regular electricity effect the implementation of ICT aided instruction in colleges of education?

Table 4: Mean and standard deviation response of research 4.

<table>
<thead>
<tr>
<th>S/N</th>
<th>ITEMS</th>
<th>SA</th>
<th>A</th>
<th>D</th>
<th>SD</th>
<th>TOTAL</th>
<th>MEAN</th>
<th>SD</th>
<th>DECISION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Electricity is a major factors in ICT aided instruction usage</td>
<td>62</td>
<td>54</td>
<td>47</td>
<td>37</td>
<td>541</td>
<td>2.71</td>
<td>1.20</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>College of education in south-south Nigeria have frequent interruption of electricity supply</td>
<td>55</td>
<td>62</td>
<td>45</td>
<td>38</td>
<td>533</td>
<td>2.67</td>
<td>1.15</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Your school do not have standby generator set for computer, if there is no electricity</td>
<td>53</td>
<td>64</td>
<td>55</td>
<td>28</td>
<td>542</td>
<td>2.71</td>
<td>1.05</td>
<td>ACCEPTED</td>
</tr>
<tr>
<td>4.</td>
<td>College of education are not comfortable with the level of power supply in their campuses</td>
<td>46</td>
<td>74</td>
<td>42</td>
<td>38</td>
<td>528</td>
<td>2.64</td>
<td>1.07</td>
<td></td>
</tr>
</tbody>
</table>

Average mean = 10.73/4 = 2.6825
In Table 4 shown above, the average mean (2.6825) is greater than the decision mean of 2.5, which implies that the lack of regular electricity, contributes to the poor implementation of ICT aided instruction in south-south Nigeria.

### Table 5: A summary of all the Null hypotheses and their T-value at 0.05 significant level of two tail test.

<table>
<thead>
<tr>
<th>Hypotheses</th>
<th>Group</th>
<th>X</th>
<th>S.D</th>
<th>T-cal.</th>
<th>T-table</th>
<th>df</th>
<th>P</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>H01</td>
<td>Instructor</td>
<td>69.69</td>
<td>43.87</td>
<td>0.3786</td>
<td>2.043</td>
<td>30</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>63.94</td>
<td>42.03</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H02</td>
<td>Instructor</td>
<td>68.56</td>
<td>41.25</td>
<td>0.0827</td>
<td>2.043</td>
<td>30</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>67.38</td>
<td>39.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H03</td>
<td>Instructor</td>
<td>70.63</td>
<td>42.69</td>
<td>0.141</td>
<td>2.043</td>
<td>30</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>68.50</td>
<td>42.68</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H04</td>
<td>Instructor</td>
<td>67.38</td>
<td>38.00</td>
<td>0.540</td>
<td>2.043</td>
<td>30</td>
<td>0.05</td>
<td>Accept</td>
</tr>
<tr>
<td></td>
<td>Administrator</td>
<td>66.69</td>
<td>37.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the table 5 show above, the calculated t-value for the four hypothesis is less than the table t-value at 0.05 significant level. These implies that there is no significant different in the view of both instructors and administrator of colleges of education on the variable whose data analysis are shown above. It is an indication that inadequate ICT facilities, lack of ICT competency, poor perception and irregular power supply contributes to poor implementation of ICT aided instruction in colleges of education in South-South of Nigeria. These observation are in line with the view of Goshit (2006), Enuku (2000), Osigwelem (2005) and Okwudishu (2005).

**Summary of the findings**

The summary of the findings of the study include:

1. Lack of ICT facilities in colleges of education can impede the use of ICT aided instruction in South-South Nigeria.
2. The poor perception of the instructors and administrator effect the use of ICT aided instruction.
3. Most of the instructors and administrator lack ICT competency.
4. The irregular electricity in the colleges of education inhibits the growth of ICT aided instruction in South-South Nigeria

**CONCLUSION**

From the finding, it can be concluded that, majority of instructors and administrators in the colleges of education in South-South still have low perception and lack ICT competency on some ICT gadgets and programs, also inadequate ICT facilities and irregular power supply are mostly associated with these colleges of education. All these factors can inhibit the growth of implementation of ICT aided instruction in colleges if not taken appropriate care.

**RECOMMENDATION**

Based on the findings of the study, the following recommendation are made:

i. Government and non-government organization should provide colleges of education with ICT facilities.

ii. More sensitization programs for the instructors and administrators to improve on their perception of ICT.

iii. Instructors and administrators should find time to refresh themselves with some basic ICT programmes.

iv. Government and school management should provide power supplies to the schools.
REFERENCES