Factors Facing the Training of Lecturers on the Use of ICT Facilities in Bayelsa State

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ABSTRACT
ICT is proven to be significant as a tool for effective teaching and learning in tertiary institutions. This study looked at factors facing the training of lecturers on the use of ICT facilities in Bayelsa State. Two research questions were used by the researcher in the study. Simple survey design was used for the study. A total of 38 lecturers in computer science and computer engineering were used for the study. All the population was used as sample for the study. All the populations were used as sample for the study. The researcher developed an instrument titled ‘ICT Utilization by lecturers in Tertiary Institution’ (ICTULTI). The instrument was administered to lecturers in the various tertiary institutions in the state. ICTULTI item was subject to face and content validation by two experts in Rivers State University. The expert checked the language content of the instrument and made necessary corrections before it was sent to the field for study. After pilot test was conducted, the instrument reliability was calculated to be 0.88. The value obtained was considered adequate for the study. The research questions were analyzed using mean and standard deviation. Mean value below 3.0 was rejected and value of 3.0 and above was accepted. The result obtained from the findings reveals that School management does not have ICT training programs for lecturers in higher institutions and ICT facilities are not available in most of the institutions in Bayelsa State. finally, it was recommended that School management of tertiary institution in Bayelsa State, should organize training on the use of various ICT facilities in teaching and learning and school management of tertiary institutions in Bayelsa State should write to government to supply more ICT materials to schools to enable lecturers have access to this equipments.

Keywords: ICT facilities, training, tertiary institutions, lecturers

INTRODUCTION
The introduction of new technologies has created some advanced ICT facilities in the educational system. These new technologies have been significant in the development of teaching and learning in art and science. Olubamise (2007) has been able to classify ICT into three different categories such as information technology that uses computers, which have become indispensable in modern societies to process data and save time. Also, tele communication technologies which includes telephones-mobile, fixed (with fax), and broadcasting of radio and television, often through satellites and networking technologies of which the best is the internet, but which has extended to mobile phone technology, voice over IP telephone, satellite communications that are still in their infancy.
In recent times, the interest in how computers and the internet can best be put together to update the efficiency and effectiveness of education at various levels and in both formal and non-formal setting. Standard information and at educational system and its environment provides a better tool to design a successful policy for the system. Developing countries, especially Nigeria, need to rebuild their educational systems on the foundation of information technology. The transformation potential of ICT in any organization and indeed nation cannot be over-emphasized. Information and communication technology (ICT) significantly influences the way we learn, communicate and do business in every facet of life (Ikwuka, 2013).

ICT enhance global communication in a sophisticated form. Wireless Application protocol (WAP) is used by wireless communication systems as Global System for Mobile Communication (GSM) in communication of information. Every mobile phone is equipped with a WAP browser. The WAP browser makes it possible to access the wireless web. The importance of ICT is also felt in socio-economic, political, engineering, agriculture, industrial development, law and medicine.

In the educational sector, ICT is offered as both a school subject and a tool which supports teaching and learning through the use of ICT resources. Some resources used in ICT labs are computers, computer laboratories, video phones, interactive board, teleconferencing devices and so on. The Federal Government of Nigeria in the National Policy on Education (FRN, 2004) introduced ICT, computer education as a subject in educational curriculum. By this introduction, it implies that teachers should be harmed with the knowledge of ICT. Nwana (2008) stated that ICT is the use of potentialities and capabilities of electronic computers and modern information systems for communications, connectivity and interconnectivity in the Local Area Network (LAN), Metropolitan Area Network (MAN) and Wide Area Network (WAN).

However, lecturers in higher institutions need to be equipped with the knowledge of ICT to enable them discharge their duties and meet up with current trends. This will enable them remain current and competent in teaching any subjects in the current global age. But the challenge remains that most lecturers are not exposed to some of this modern ICT facilities need in the 21st century. This study therefore intends to investigate some factors facing the training on lecturers on the use of ICT facilities in Bayelsa State.

LITERATURE REVIEW

ICT Utilization by Lecturers in Tertiary Institutions

The present academic dispensation is trying to meet up with societal demands and tertiary institutions around the world are moving rapidly to incorporate information and communication technologies (ICT) into every aspect of their bases in teaching and learning (Bates, 2001; Ryan, Scott, Freeman & Patel, 2000). The intentions by governments and university management to incorporate ICT into the educational process are due to the results obtained both to the teachers and learners. Carlson and Gadio, (2000) opine that teachers who succeed in making use of ICT in their work process do not only contribute to improved learning outcomes in their students, but also benefit personally from enhanced work productivity, reduced isolation and increased professional satisfaction.

Watson (2002) in supporting the use of ICT stated that the use of ICT in education is not only a catalyst for change, but also change in teaching method, learning approaches and change in access to information. Yet, some research indicates that teachers are both threatened by change, and in most cases not satisfied by change that appears to focus on what the technology can do rather than learning. Jones (2002) in line with this situation, still declared that too many teachers still lack confidence in using ICT and this often made worse by lack of appropriate software, unreliable computers and internet connections, and insufficient technical support when things go wrong. Jones (2002) still lamenting over this condition stated that effective use of ICT for teaching and learning in schools and universities is not widespread even though the technology is now ubiquitous. He however stated that some lecturers have been able to integrate ICT into their teaching and more importantly engage students in making use of ICT as part of the process of learning.
Purpose of the Study
The study is based on factors facing the training on lecturers on the use of ICT facilities in Bayelsa State. Specifically, the study intends to:
1. Find out the extent to which school management emphasize on ICT training of lecturers in tertiary institutions in Bayelsa State?
2. Find out the ICT facilities available for lecturers in Bayelsa State higher institutions?

Research Questions
The following research questions guided the study:
vi. To what extent do school management emphasize on ICT training of lecturers in tertiary institutions in Bayelsa State?
vii. What are the ICT facilities available for lecturers in Bayelsa State higher institutions?

METHODS
The work is a descriptive survey design, and as such made use of sample of tertiary institutions and questionnaires as an instrument for data collection. This study was conducted in Bayelsa State. The study made use of lecturers in different tertiary institutions in the Department of Computer Science in Bayelsa State Tertiary institutions. The population consists of thirty eight (38) lecturers in the Department of Computer Science in Bayelsa State Tertiary Institutions. All the populations were used as sample for the study. The researcher developed an instrument titled ‘ICT Utilization by lecturers in Tertiary Institution’ (ICTULTI). The instrument was administered to lecturers in the various tertiary institutions in the state. ICTULTI item was subject to face and content validation by two experts in Rivers State University. The expert checked the language content of the instrument and made necessary corrections before it was sent to the field for study.
After pilot test was conducted, the instrument reliability was calculated to be 0.88. The value obtained was considered adequate for the study. The research questions were analyzed using mean and standard deviation. Mean value below 3.0 was rejected and value of 3.0 and above was accepted.

RESULTS
Research Questions 1
To what extent do school management emphasize on ICT training of lecturers in tertiary institutions in Bayelsa State?

Table 1: Mean response of lectures on ICT training in tertiary institutions in Bayelsa State

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEMS</th>
<th>MEAN</th>
<th>SD</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>School do not emphasize on ICT qualification as a Criteria for promotion.</td>
<td>3.5</td>
<td>0.49</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>2.</td>
<td>School management do not organize training on the Use of ICT facilities.</td>
<td>3.4</td>
<td>0.34</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>3.</td>
<td>School management do not provide facilities for ICT Training.</td>
<td>3.3</td>
<td>0.45</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>4.</td>
<td>School management do not provide extra financial Entitlement as allowance for ICT training of lecturers.</td>
<td>2.5</td>
<td>0.37</td>
<td>REJECT</td>
</tr>
</tbody>
</table>

Response from research question 1 reveals that items 1, 2, and 3 were all accepted to the various questions. While item 4 only was rejected. This result shows that school management do not have ICT training programs for lecturers in higher institutions.
Research Questions 2
What are the ICT facilities available for lecturers in Bayelsa State higher institutions?

Table 2: Mean response of lectures on the availability of ICT facilities in Bayelsa State higher institutions

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEMS</th>
<th>MEAN</th>
<th>SD</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>White board and projector not available</td>
<td>3.3</td>
<td>0.45</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>6.</td>
<td>Over head Projector not available</td>
<td>3.3</td>
<td>0.45</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>7.</td>
<td>Desktop and laptop computer available</td>
<td>2.5</td>
<td>0.31</td>
<td>REJECT</td>
</tr>
<tr>
<td>8.</td>
<td>Interactive board not available</td>
<td>3.5</td>
<td>0.31</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>9.</td>
<td>Audio visual material available</td>
<td>2.5</td>
<td>0.37</td>
<td>REJECT</td>
</tr>
<tr>
<td>10.</td>
<td>Internet equipment not available</td>
<td>3.5</td>
<td>0.49</td>
<td>ACCEPT</td>
</tr>
<tr>
<td>11.</td>
<td>Wireless Application Protocol not available</td>
<td>3.4</td>
<td>0.34</td>
<td>ACCEPT</td>
</tr>
</tbody>
</table>

From research question 2, it was shown that item 6, 7, 9, 11 and 12 were all accepted to the various questions. While item 8 and 10 was rejected. This shows that ICT facilities are not available in most of the institutions in Bayelsa State.

Summary of Findings
The following are the summary of the findings:
1. School management does not have ICT training programs for lecturers in higher institutions.
2. Information and Communication Technology (ICT) facilities are not available in most of the institutions in Bayelsa State.

DISCUSSION OF FINDINGS
The findings of research question 1 reveals that school management do not have ICT training programs for lecturers in higher institutions. This is in line with the view of Ololube, 2006; Ezeugbor, 2008; Osadolor, 2008; that opined that many Nigerian lecturers cannot effectively use ICT in teaching delivery due to low competence level in the knowledge of basic ICT tools. Further, in the same vein, Farrel and Wachlez in Akomilafe (2008) were also of the opinion that the limited use of ICT by teachers was as a result of limited knowledge and skills in its use.

The findings of research question 2 reveals that ICT facilities are not available in higher institutions in Bayelsa State. This is in line with the recommendation of Ibe (2011) who maintain that schools should be well equipped with adequate ICT facility in other to create effective teaching and learning environment.

CONCLUSION
In all, the research work understudies factors facing the training of lecturers on the use of ICT facilities in Bayelsa State. The result obtained from the findings reveals that School management does not have ICT training programs for lecturers in higher institutions and ICT facilities are not available in most of the institutions in Bayelsa State.

RECOMMENDATIONS
Based on the findings of the study, the following recommendations were made:
4. School management of tertiary institution in Bayelsa State, should organize training on the use of various ICT facilities in teaching and learning.
5. The school management of tertiary institutions in Bayelsa State should write to government to supply more ICT materials to schools to enable lecturers have access to this equipments.
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