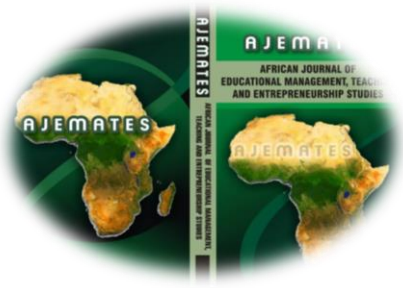
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# QUALITY TEACHERS PREPARATION IN TERTIARY INSTITUTION FOR EFFECTIVE IMPLEMENTATION ON ICT PROGRAMME IN SECONDARY SCHOOLS IN ANAMBRA STATE

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***ABSTRACT***

*The purpose of this study was to ascertain how quality teacher preparation in teacher training institutions can be enhanced for effective implementation of ICT programme. The study was a descriptive survey conducted in the Faculty of Education, Anambra State University and the Nwafor Orizu College of Education, Nsugbe. One Hundred (100) respondents purposely selected were used. Three research questions guided the study. Data were collected through questionnaire duly validated by experts. The reliability indices of the three sections of the questionnaire were 0.52; 0.50 for sections 1, 2, and 3 respectively. It was found that poor funding and nonchalant attitude of the government are the major obstacles facing effective implementation of the ICT programme. Adequate provisions of instructional materials and facilities, participation in conferences, seminars and workshops are some of the ways to enhancing quality teacher preparations in teacher training institutions. Adequate funding and fighting the scourge of examination and accreditation malpractices and produced for effective ICT implementation in Anambra State in particular and Nigeria at large.*

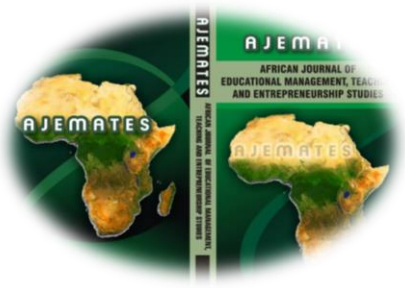
**Keywords:** Quality; Teacher Preparation; Implementation and ICT

## Introduction

The revolutionary effects of information communication technology (ICT) are felt in almost all facts of human life. It can be stated without fear of contradiction that ICT is very vital for the survival of all modern organization. The importance of ICT seems to be quite acknowledged presently. It can be categorically stated that ICT is a must for the survival of all modern organization, with the ever increasing need for qualitative information technology.

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ICT embraces the various computing hardware (PCS, Servers, Mainframes, Networked, Storage). A practical and relevant definition given by the World Bank is that it consists of the hardware, software, networks and media for the collection, storage processing transmission and presentation of information, voice, data, text, images as well as related services (World Bank, 2007).

ICT is involved in the teaching/learning research, processing and dissemination of information, even in economic transactions.

ICT promotes fundamental changes on how to teach and learn. That is why Aja-Nuwachukwu (2008) asserts that ICT very significantly contribute to education, enriching learning experiences and enhancing the teachers in colleges should have enough computer sets and all teachers should be computer literate in order not to be left behind by others who have acquired information and communication technology (ICT).

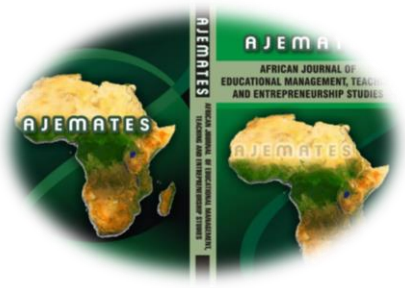
Generally speaking ICT appears to be revolutionizing every aspect of life, from health and environment to financial matters even the television sets in the homes, games and offices where the people work are being radically altered by ICT, in view of the above, it could be said that ICT has come to be of vital importance to the educational agenda of Nigeria as it seems to be playing a major role in determining the strength of the nations manpower.

However, observations show that majority of Nigerian students are not ICT compliant, observation also indicates that most students graduate without sufficient preparation in this ICT age to cope with either on the job demands for problem solving or school expectations for ICT competency. Nigeria cannot afford to have generations of students who by lack of ICT power are limited to second class status in the society in which they live. The country cannot afford to be relegated behind in today's scene of technological race.

The problems are complex while the facts are indisputable, there seems not to be complete unanimity on priorities, interpretations or proposed solutions even within the educational sector yet, change must come and a better and positive change may come through

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effective teacher preparation for implementation of ICT programme in tertiary institutions in the country. There are many studies that support the maxim that no educational system can rise above the quality of its teachers. Authors (Mkpa, 2002; Ipaye 2002 and James 2003) have described teachers as the pivot on which every educational development hinges.

Infact, the teacher is the leave and soul of the educational enterprise (Mkpa, 2002). Teachers who were not exposed enough to ICT programmes finds it difficult to incorporate it in their teaching, research and services to their schools. What a teacher does not know or cannot do or fails to do can be an irreparable loss to the learner. This is true because, in the final analysis, it is the teacher who translates politics into practice and programmes into action. Accordingly, the effective implementation of the ICT programme in Nigeria, to a large extent, depends on the quality of the nation's teaching force.

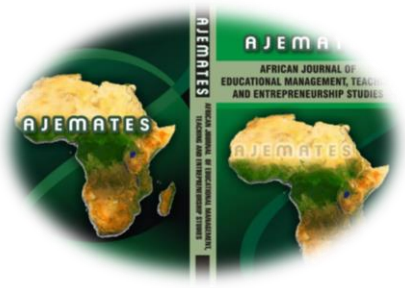
For the fact that ICT is an innovation it becomes very necessary that teachers in training will be adequately exposed to the programmes so as to equip them for its effective implementation in our secondary schools. Accordingly, the effective implementation of the ICT programme in Nigeria, to a large extent depends on the quality of the nation's teaching force.

UNICEF (2001) declared that of all the inputs that go into education provision, none is probably more important than the teacher. In the same vein, Obara (2001) viewed teaching as the most vital and strategic profession for national development. Any nation desirous of sustainable development must of necessity give quality teacher preparation adequate attention.

The reason is very clear. Without good teachers, there can be no good doctors, engineers, lawyers, priests among others. Nobody can give what he or she does not have. Quality teachers will produce quality students and the low quality ones will produce their kind, all things being equal.

The need for quality teachers for the effective implementation of ICT programme cannot be over emphasized. Aguokogbuo (2003) rightly observed that the teaching profession nationally requires people with the best brain and

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aptitude so as to improve productivity, quality and functional education. According to him. Under the missionary controlled school, we had the best brains teaching in both primary and secondary schools. Lassa (1996) had also declared that the teachers hold the key to sound education.

The quality of teachers is enhanced by the quality of preparation given to the teachers in training. For the fact that ICT is an innovation it becomes very necessary that teachers in training will be adequately exposed to the programmes so as to equip them for its effective implementation in our secondary schools. The need for teachers of high quality in the system cannot be over emphasized. The nation must produce quality teachers so as to attain the laudable aims and objectives of the programmes.

Ekaeba (2008: 164) observed that "every year and time, teachers are churned out of training institutions either as full time or part time, through outreach or sandwich programme, but they are deficient in content and methodology". This can be a serious setback to the full implementation of the ICT programme not only in Anambra State but Nigeria in general. The effective implementation of ICT programmes is very important for quality teacher preparation.

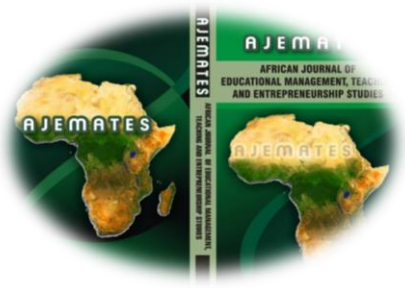
Teacher preparation for the implementation ICT programme is faced with numerous problems. Apart from statistical deficiencies in the country, teaching manpower requirement, provision of physical facilities, administrative bottlenecks, poor financing, educational wastage and apathy were identified by Nwnakwo and Onuselogu (2008) as factors affecting effective programme implementation (including ICT) poor quality teachers is a major setback.

The implication of this is that quality teachers are needed to carry the Nigeria Education system to the next level. There is therefore urgent need for quality teacher preparation not only for the state but for the overall implementation of the ICT programme in Nigeria. The problem of the study is to ascertain ways of preparing quality teachers for the effective implementation of the ICT programme in Secondary schools in Anambra State.

## Research Questions

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The following research questions guided the study.

1. What are the factors responsible for poor quality teacher preparation for effective implementation of ICT programme in secondary schools in Anambra State?
2. In which ways can quality teacher preparation be enhanced in teacher training institutions for effective implementation of ICT programme in Secondary Schools in Anambra State?
3. What perceived impact does quality teacher preparations have on effective implementation of the ICT programme in secondary schools in Anambra State?

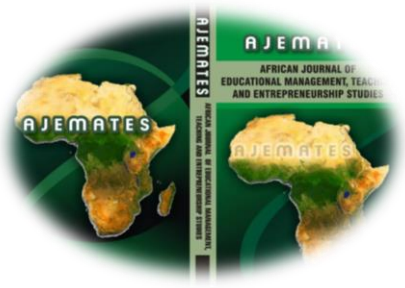
## Research Method

The study is a descriptive survey carried out in the two tertiary institutions in Anambra State. The institutions included: Anambra State University, Uli and Nwafor Orizu College of Education, Nsugbe. The population of the study comprised of all the lecturers in tertiary institutions in Anambra State One hundred respondents were selected through simple random sampling thus a sample of fifty lectures were studies in each school. The instrument for data collection has two parts "A" and "B". Part "A" is on the background information of the respondents, Part "B" is structured into three sections. Section one is on factors responsible for poor quality teacher preparation for effective implementation of e-learning; Section two is on ways of enhancing quality teacher preparation for effective implementation of e-learning and section three, is on the perceived impacts of quality teacher preparation for effective implementation of ICT programme. The instrument was validated by 3 experts. One is the department of Measurement and Evaluation and in Guidance Counselling in Nnamdi Azikwe University, Awka. They were given free hand to add or remove any item of the instrument that is related to the topic of the study. Their corrections and suggestions were incorporated in the final edition of the instrument.

The Person product Moment Statistic was used to calculate the Coefficient Reliability Indices of 0.52, 0.50 and 0.54 for sections one, two and three respectively. The mean statistic was used to answer the research questions any mean score of 2.50 and above was

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accepted while any mean score below 2.50 cut-off point was rejected.

## Presentation of Results

The results of data analysis are presented below in accordance with the research questions. Research Question 1: what are the factors responsible for poor quality teacher preparation for effective implementation of ICT programme in secondary schools in Anambra State?

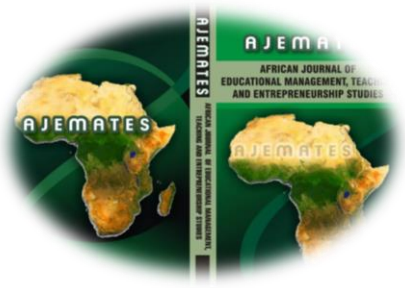
Table: 1 response on the Factors Responsible for Poor Quality Teacher Preparation

| S/N | ITEM STATEMENT | X | DECISION |
|---|---|---|---|
| 1. | Integration of so many subjects area | 1.89 | Disagree |
| 2. | Poor funding of teacher preparation institutions | 2.56 | Agree |
| 3. | Unavailability of instructional materials | 2.02 | Disagree |
| 4. | Nonchalant attitude of government towards teacher preparation institutions | 3.31 | Agree |
| 5. | Lack of enthusiasm on the part of lectures | 3.20 | Agree |
| 6. | Lack of commitment by the students | 3.07 | Agree |
| 7. | Examination malpractice | 2.90 | Agree |
| 8. | Accreditation malpractice in which cases institutions hire or borrow facilities just to secure accreditation | 3.06 | Agree |

In the table 1 above, the respondents were of the opinion, that item 1 (integration of so many subject area) and 3 (unavailability of instructional materials) should not be seen as factors responsible for poor quality teacher preparation on schools. But other items which scored above 2.50 should be seen as factors responsible for poor quality teacher preparation in schools for effective implementation of ICT programme in secondary schools in Anambra State.

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Research Question 2: In which ways can quality preparation be enhanced in teacher training institutions for effective implementation of ICT programme in secondary schools in Anambra State?

Table 2: response on ways for enhancing Quality Teacher preparation

| S/N | ITEM STATEMENT | X | DECISION |
|---|---|---|---|
| 1. | Adequate provision of instructional materials | 3.61 | Agree |
| 2. | Provision of adequate facilities in schools | 3.40 | Agree |
| 3. | Periodic examination and recertification of the lectures | 1.84 | Disagree |
| 4. | Expositing lectures in teacher training schools to regular workshops and seminars | 3.42 | Agree |
| 5. | Encouraging the lectures in teacher training schools to attend conferences | 3.41 | Agree |
| 6. | Close monitoring of the lecturers to ensure that they put in their best | 2.56 | Agree |
| 7. | Dismissing any lecturer in teacher training schools found to be not serious with his or her job | 1.53 | Disagree |
| 8. | Fighting against examination malpractice in teacher training institutions | 3.04 | Agree |
| 9. | Expelling any student teacher found to be committed to his or her studies | 2.01 | Disagree |

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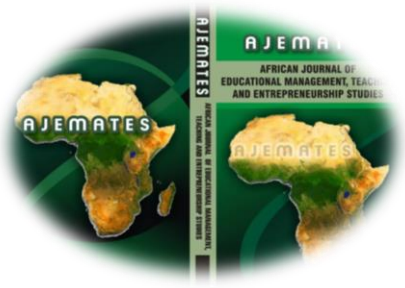


Table 2 above shows that the respondents accepted adequate provision of instructional materials which has the highest mean score of 3.61, provision of adequate facilities in schools, exposing lecturers in teacher training schools to regular workshops and seminars, fighting against examination malpractice in teacher training institutions as the best ways of enhancing quality in teacher preparation for effective implementation of ICT programme in secondary schools in Anambra State.

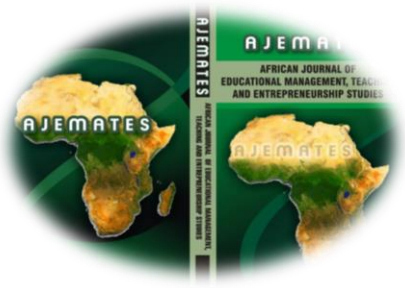
Research Question 3: what perceived impacts does quality teacher preparation have on effective implementation of ICT programme in secondary schools in Anambra State?

Table 3: Perceived Impact of Quality Teacher preparation on Implementation ICT

| S/N | ITEM STATEMENT | X | DECISION |
|---|---|---|---|
| 1. | Poor teacher preparation can adversely affect ICT implementation | 2.60 | Agree |
| 2. | Teacher who were not exposed properly to educational theory and practice cannot help in implementing ICT | 2.62 | Agree |
| 3. | Only teachers who are qualitatively prepared can implement the ICT programme. | 3.02 | Agree |
| 4. | Quacks can as well help in effective implementation of the ICT programme. | 1.88 | Disagree |
| 5. | Only quality lectures can turn out quality students | 3.45 | Agree |
| 6. | Teachers who were creatively prepared in training institutions can effectively implement ICT programme. | 3.26 | Agree |

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Analysis of table 3 above reveals that the mean scores for items 18, 19, 20, 22 and 23 exceeded 2.50 showing that only those teachers who received qualitative training in the teacher preparation institutions can effectively contribute in the implementation of ICT programme in secondary schools in Anambra State.

## Discussion of Findings

In relation to research question one, the data analyzed indicate that nonchalant attitude of government towards teachers' preparation institutions, lack of commitment by the student-teachers, examination and accreditation malpractices are the major factors responsible for poor teacher preparation in schools for effective implementation of ICT Programme in secondary schools in Anambra State.

The study also revealed that poor funding of teacher preparation institution is also among the factors responsible for poor quality teacher preparation. This agreed with the opinion of Ezejiegwu and Uba (2008) who state that education requires a lot of funding that there has been and still is inadequate funding of education from central government sources.

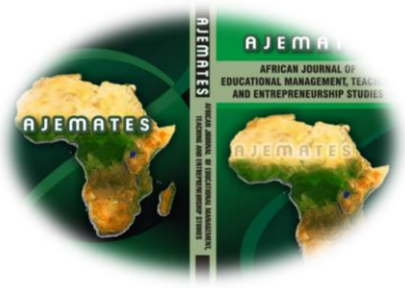
Furthermore the finding of research questions tow is of the opinion that adequate provision of teaching materials and facilities, fighting the scourge of examination malpractice will enhance quality teacher preparation. The findings also revealed that expositing lecturers in schools to regular workshops and seminars will go a long way in enhancing quality teacher preparation. This is in compliance with National policy in Education (FRN, 2004:4) which posits that in-service training shall be developed as an integral part of continue teacher-education and shall also take care of all inadequacies. That teacher shall be regularly exposed to innovations, in their profession.

Another justification for expositing lecturers in teacher training schools to regular workshops and seminars is that knowledge is dynamic, complex and shifting. The teacher as a change agent must be subjected to constant professional preparation and retraining so as to be abreast of current happenings around him in his areas of specialization.

Similarly, in relation to research question three, the data analysed revealed that only quality lecturers can turn out quality students. This is in line

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with Aguokogbuo (2003) who posited that the teaching profession nationally requires people with the best brain and aptitude so as to improve productivity, quality and functional education. The study also revealed that teachers who were creatively prepared in training institutions can effectively implement ICT programme in Secondary schools in Anambra State.

## Conclusion

The ICT programme requires quality teachers to be effectively implemented. It is on this note that this study examined factors responsible for poor quality teacher preparation in the training institutions. It also examined ways of enhancing quality teacher preparation in training institutions. It also examined ways for enhancing quality in teacher training institutions and as well investigated the impact of quality teacher preparation on the effective implementation of ICT programme.

## Recommendation

In view of the findings and for effective implementation of ICT programme the following recommendations are made:

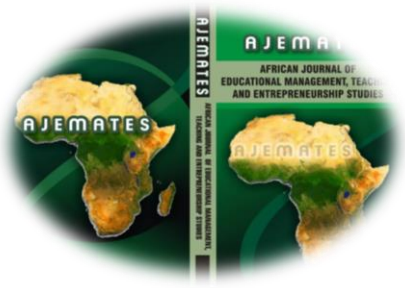
1. Government should adequately fund the teacher training institutions.
2. Head of department and deans of faculties should explore alternative ways of supplementing government funding of schools.
3. Accreditation of programmes should be more regular and accreditation visits should be unannounced so that no institution secures accreditation fraudulently.
4. There is need to have experienced hands in training colleges so as to assist in turning out quality teachers.
5. Lecturers in teacher training institutions should compulsory attend conferences and seminars so as to be abreast with changes in methodology and curriculum.

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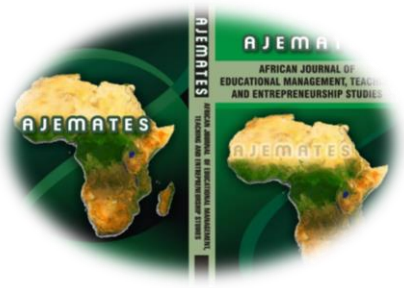
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