

Teachers' Use of ICT in Teaching and Learning in Aba North District Secondary Schools

Nwosu Augustine, Dr. Shaffe Mohd Daud and Dr. Nurzatul Shima Kamaruddin
Faculty Of Educational Studies, Department Of Educational Technology, University Putra Malaysia
Corresponding Author: Nwosu Augustine

Abstract: This Study Examined Teachers' Use Of ICT In Aba North District Secondary Schools And The Factors That Determines The Use Of ICT. A Sample Of 234 Teachers, Selected From 20 Secondary Schools In Aba North District Was Used In This Study. Data Was Collected Using Questionnaires. SPSS Version 22 Was Used To Analyze The Data. Teachers ICT Competency Was Found To Be At A Moderate Level (M= 2.87). There Was A Low Level Of ICT Accessibility With Overall Mean (M =1.69) It Was Found That The Level Of Teachers' ICT Acceptance And Use In Aba North District Secondary Schools Was Low (M = 1.58). Teachers' Perceived Usefulness, Perceived Ease Of Use, Attitude Towards ICT And Behavioral Intention Were High. Based On The Findings Of This Study, Teachers' Low Level Of ICT Use In Aba North District Secondary Schools Is As A Result Of Lack Of Access To ICT And Insufficient ICT Competency Among Teachers. For A Successful Integration Of ICT In Aba North District To Be Achieved, Teachers Need To Have Access To ICT And Highly Competent In The Use Of ICT.

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I. INTRODUCTION

The Use Of ICT In Education Has Become A Subject That Is Mostly Discussed In This Modern Era. Most Educational Institutes Want To Adopt ICT Into Their Institutions As ICT Is Believed To Improve Instructional Delivery And Learning Environment, (Onwuagboke, Singh & Fook, 2015). Despite The Truth That Nigeria Is Still A Developing Country, Nigeria Still Needs To Adopt The Use Of ICT In Education In Order To Follow The Pace Of This Modern World. It May Not Be That Easy. Having Seen That ICT Improves Teaching And Learning, The Improvement Of Secondary School Education In Nigeria Will Be A Good Realization. In Nigeria, Some Researchers Like Adomi&Kpangban (2010) Have Also Mentioned That the Use of ICT in Teaching Will Prove Beneficial in Improving Nigeria's Educational System and in Giving Students a Better Education. According To Mikre (2011), The Introduction And Integration Of Icts At Different Levels And Various Types Of Education Is The Most Challenging Task.

Secondary School Education Is Considered An Important Sub-Sector In The Education System As Well As For The Development Of The Country's Economy, (Jidamva, 2012). The Improvement Of Secondary School Education In Nigeria Will Be A Good Approach. Improved Education Is Important For The Creation Of Effective Human Capital In Any Country According To Matthew, Joro&Manasseh (2015). The Need For ICT In Nigerian Secondary Schools Should Be Considered An As The Main Priority. Information And Communication Technology Seems To Be The Innovation That Fits As The Best Instructional Material Of This Modern Day. The Use Of It Teaching In Aba North District Secondary Schools, Abia State, Nigeria, Will Produce A Good Result.

ICT Competency And The Use Of ICT In Teaching

Information And Communication Technology (ICT) Competency Is Defined By Marcial&Rendal (2014), As High ICT Knowledge About ICT, Skill, Mastery And Ability To Use ICT Effectively And Efficiently. It Is Teachers' Knowledge, Skills And Ability To Use ICT Tools Effectively And Efficiently In Teaching And Learning. In Promoting The Use Of ICT In Education, Teachers' ICT Competency Should Be Considered As One Of The Foundations Of Achieving The Desired Goal Of Using ICT In Teaching And Learning.

Research Studies Have Included ICT Competency As One The Factors That Influences The Implementation And Use Of ICT In Education. A Person Who Is ICT Competent Is Assumed To Have High Knowledge On How To Operate Any ICT Material Very Well. As A Result Of The Origination Of Information And Communication Technologies (ICT), The Need For ICT Competency Has Emerged As A Priority For Individuals Who Wish To Use Information And Communication Technology (ICT), To Perform Various Tasks.

According To Moila&Makgato (2014), The Use Of ICT In Education Is Simply The Use Of ICT Tools, Which Includes Browsing Of Internet In Search Of Information For Lesson Preparation, Emailing To Communicate With Students And Fellow Teachers, Downloading And Storing Of Data For Educational Purposes, Using PowerPoint To Prepare Presentation, Using Interactive Whiteboards And Many More Activities. Without Adequate Skills, Knowledge And Mastery Of How To Perform The Above Mentioned Tasks, Using ICT Will Be Difficult. Therefore, For A Successful Integration Of ICT Into Education, In Aba North District Secondary Schools, Nigeria, To Be Achieved, The Need For Teachers' ICT Competency Should Be Emphasized.

Accessibility And The Use Of ICT In Teaching And Learning.

According To Okolije(2016), Accessibility Of ICT Is The Ability Of Teachers And Students To Possess Or Hire ICT Materials And Take Advantage Of The Available ICT Services. Accessibility Is The Ability For Everyone, Regardless Of Disability Or Special Needs, To Access, Use And Benefit From Things Within Their Environment. Lack Of Access To Information And Communication Technology (ICT) Has Been Identified By Al Mulhim (2014) As A School-Level Factor Which Hinders Teachers From Using ICT In Teaching. It Has Been Noted By Researchers That If Teachers Do Not Have Access To ICT, They Will Be Drawn Away From Encouraging The Implementing And Use Of ICT In Teaching.

Access To ICT Is A Key Determinant Of Teachers ICT Utilization, (Akinjide 2015). Research Studies Have Also Shown That There Is A Relationship Between Accessibility Of ICT And The Use Of ICT. A Study By Gilakjani, Sabouri&Zabihniaemran (2015), On The Barriers Teachers Encounter In Using ICT Revealed Evidence Of The Relationship Between Accessibility And The Use Of ICT In Education. The Study Was Done With 1163 Teachers. The Findings Obtained Showed That Accessibility Of ICT Materials Influenced Teachers' Use Of ICT. Teachers Who Had Access To ICT Were Keen In Adopting And Using ICT In Their Classroom While Those Who Did Not Have Access To ICT Showed No Interest In Using ICT In Their Classrooms. Other Studies By Jude &Dankaro(2012) And Abubakar (2016), Have Stated That Lack Of ICT Accessibility Always Prevents The Adoption And Integration Of ICT In Teaching And Learning In Nigeria. The Findings Of These Studies Have Proven The Relationship Between Accessibility And The Use Of ICT. As A Result, Teachers' Accessibility Of ICT In Aba North District Secondary Schools Should Be Examined. The Use Of ICT In Teaching Will Only Be Possible If There Is Accessibility Of ICT Materials. Obviously, If Teachers Do Not Have Access To ICT Resources, They Will Not Be Able To Use ICT In Teaching.

Teachers' Attitudes Towards The Use Of ICT In Teaching.

According To Capan (2012), Teachers' Attitudes Are Teacher's Self-Perceptions And Assessment Of How They Feel About The Use Of ICT In Their Teaching Exercises. Previous Studies Have Mentioned It As One Of The Factors Which Influences The Implementation And Use Of ICT In Teaching.

According To Al-Zaidiyeen, Mei &Fook, (2010), Teachers' Attitudes Is Considered A Notable Factor In Teachers' Acceptance Or Rejection Of Use Of ICT. It Has Also Been Reported That Attitude Toward ICT And Actual Use Of ICT Are Associated. Al-Zaidiyeen, Et Al (2010) Discovered That Teachers' Attitude Towards The Use Of ICT Has A Direct Relationship With Teachers' Use Of ICT In Teaching. Teachers' Attitudes Towards ICT, Whether Good Or Bad Attitudes, Foretells How Teachers Reacts To The Use Of ICT And The Extent Of Their ICT Usage In The Classroom, (Sabzian&Gilakjani, 2013). According To Cubukcuoglu, (2013), Teachers Who Have Negative Attitudes Toward ICT Do Not Use ICT In Teaching While Teachers Who Have Positive Attitudes Towards ICT, Make Use Of ICT In Their Teaching Practices. Positive Attitude Brings About Teachers' Use Of ICT.

The Result Reports Of The Research Studies Mentioned In The Last Paragraph Have Shown That The Success Of Any Move To Initiate The Use Of ICT In Any Educational Institution Relates With The Attitudes Of Teachers Involved. Teachers' Attitudes Need Not To Be Left Out When Discussing Any Subject That Involves The Integration Of ICT In Teaching, Because There Is A Significant Relationship Between The Attitudes Of Teachers Towards ICT And Their Use Of ICT In Teaching. Teachers' Attitude Is A Factor Which Can Play An Important Role In Teachers' Acceptance And Actual Use Of ICT In Teaching In Aba North District Secondary Schools, Abia State, Nigeria.

Use Of ICT In Teaching.

The Use Of ICT In Education Means The Performing Of Academic And Non-Academic Activities Using ICT, (Okolije, 2016). The Use Of ICT In Teaching In This Study Involves The Use Of Interactive White Boards, Computers, Internet, And All ICT Materials That Can Be Used In Teaching And Learning. In Education, The Use Of ICT Is Becoming Popular. Many Teachers Now Use Multimedia Projectors, Computers, Powerpoint And CD-ROM, And To Enhance Teaching And Learning. The Use Of ICT In Teaching Is Something That Should Be Considered As A Paramount Because Of Its Great Benefits.

Studies Done On The Use Of ICT In Education Have Shown That ICT Usage Help To Facilitate Teaching And Enable Students To Learn Better. Teachers' Major Benefits Of The Use Of ICT In Teaching Includes Better Management, Storage, And Maintenance Of Work. There Have Been Proofs From Previous Research Studies That The Use Of ICT In Education Helps Students Learn And Teachers To Teach More Effectively. Studies Have Also Shown That The Use Of ICT In Teaching Is Related To Teachers' Attitudes' Towards ICT, Teachers' ICT Competency And Teachers' Accessibility Of ICT. According To Yunus, Salehi And Chenzi (2012), The Use Of ICT In Teaching, Supplies Teaching And Learning Aid To Teachers And Learners. Another Study By Yunus, Nordin, Salehi, Sun &Embi (2013) Also Stated That The Use Of ICT Encourages Cooperative Learning, Enhances Teaching And Learning Process, And Encourages Communication Though Websites, Blogs And Social Networks.

There Is A Need For The Use Of ICT In Teaching In Nigerian Secondary Schools, For Effective Instructional Delivery. According To Abdul-Reheem (2011) Unavailability And Insufficiency Of Instructional Materials Are The Main Causes Of The Non-Productive Nature Of Nigerian School System And Poor Academic Performances Of Students In Nigerian Schools. The Use Of ICT As An Instructional Delivery In Nigerian Schools Has The Potentials To Enhance Teaching And Learning, (Onwuagboke, At El 2015).But Being A Third World Country, Nigeria Is Not Yet Familiar With The Modern Day Change Of Information And Communication Technology And Its Use. In Nigeria, Low Level Of Academic Performances Of Secondary School Students In Both Local And Standardized Examinations Is One Of The Main Problems That Is Facing Education Sector, (Olayinka, 2016). The Researcher Went Further To Say That Instructional Materials Are Important And Notable Implements Needed For Teaching And Learning To Promote The Competency Of Teachers And Enhance Students' Performance.

The Methods Of Teaching Used In Education In Nigeria Is The Face To Face Traditional Mode Of Lesson Delivery Which Has Been Seen As Ineffective In Meeting The Demands Of Learning In This Technology Driven Generation, (Onwuagboke, Et Al 2015). Nigeria Has Not Fully Implemented The Use Of ICT In Education In Nigeria. The Attempts Made Towards Implementing The Use Of ICT In Nigerian Secondary School System Have Not Had Ample Effect, (Eme, Emmanuel &Onwe, 2015). This May Be As A Result Of Some Factors Such As Teachers' Attitudes, ICT Competency And Accessibility Of ICT, Which Have Been Mentioned By (Mathipa&Mukhari, 2014), And (Solomon, 2014) As Some Of The Factors That Hinder The Use Of ICT In Nigerian Secondary Schools.

Researchers Such As Yunus, Et Al (2013), Have Claimed That Using ICT In Education Improves Teachers' Instructional Process And Facilitates Students' Learning Process. The Use Of ICT In Education Brings About A More Communicative Classroom And Greater Interactivity, (Alharbi, &Drew, 2014). According To (Onwuagboke, Et Al 2015), There Is A Vast Belief That Information And Communication Technology (ICT) Has The Ability To Changes Teaching And Learning Processes From Greatly Teacher-Piloted To Student-Centered. According To Asubiojo&Ajayi (2017) The Implementation And Use of ICT in Education Will Also Improve Nigeria's Education System, By Enhancing Teachers' Instructional Effectiveness.

After Having Seen All The Benefits Of ICT In Education, The Use Of ICT In Abia State, Nigeria Is Low, (Ejinkeonye&Usoroh, 2016). The Need For The Adoption Of ICT In Teaching In Aba North Secondary Schools Should Be Considered A Thing Of Great Importance. Implementing The Use Of ICT In Teaching In Aba North District Secondary Schools, Nigeria, May Enable Teachers And Students To Participate Actively In Lesson Sessions, Aid In Lesson Delivery And Improve Teaching And Learning Process. It Will Stand As An Instructional Material That Is Lacking Or Inadequate In Nigerian Secondary Schools. The Mentioned Factors Which May Hinder The Implementation Of Use Of ICT In Nigeria Are Being Discussed As Follows:

In Nigeria, Studies Have Shown That ICT Competency Prevented Teachers From Using ICT In Teaching. According To Stephen (2013), Secondary Schools Teachers In Akwaibom State, Nigeria Did Not Use ICT In Teaching Because They Were Not Competent In The Use Of ICT. One Of The Main Factors That Inhibit The Use Of ICT In Teaching In Nigeria Is Lack Of Knowledge On How To Use ICT Tools Among Teachers, (Solomon, 2014). There Is Need For ICT Competency In Nigeria. A Study By Aworanti (2016), Stated That Poor ICT Competency Among Teachers Is One Of The Main Factors That Hinders The Use Of ICT In Nigeria Educational System. In Nigeria, Most Of The Teachers Lack The Skills And Knowledge Needed For The Successful And Productive Use Of ICT In Teaching. Without The Skills, Knowledge And Competency On The Use Of ICT Materials, The Implementation Of ICT In Teaching In Aba North District Secondary Schools, Will Be Difficult. So For The Use ICT To Be Implemented In Aba North District Secondary Schools, The Subject Of Teachers' ICT Competency Will Need To Be Properly Examined.

According To Studies, Another Factor Which Has Prevented Teachers' Use Of ICT In Nigeria Is Poor Accessibility Of ICT. Accessibility To ICT Is One Of The Main Problems Most African Countries Are Facing In The Implementation Of ICT In Education, (Kiptalam&Rodrigues, 2010). Lack Of Access To ICT And Insufficiency Of Instructional Materials Are The Main Causes Of The Non-Productive Nature Of Nigerian School System And Poor Academic Performances Of Students In Nigerian Schools, (Abdul-Reheem, 2011).

According To Mathipa And Makhari (2014) Teachers' Poor Accessibility Of ICT Is An Obstacle To The Use Of ICT In Nigerian Secondary Schools. They Went Further To State That Computers Are Shared And Had To Be Booked In Advance, For Teachers To Make Use Of It And That There Is No Internet Connectivity. This Shows That Teachers' Lack Of Access To ICT Materials When They Need To Use It Hinders Them From Using ICT. Majority Of Teachers In Nigeria Lack Access To ICT And As A Result Do Not Use ICT In Teaching, (Agbo, 2015). Access To ICT Materials Is Required For Nigerian Teachers To Be Able To Use ICT Materials In The Classroom.

According To Yusuf & Fakomogbon (2008), Nigerian Secondary School Teachers, Tends To Use In Their Classrooms When They Are Convinced That The Use Of ICT In The Classroom Will Improve Their Teaching Activities. Perceived Usefulness Of ICT Has Been Mentioned By Several Researchers In Many Studies As One Of The Major Factors Which Influence The Use Of ICT. A Study Conducted By Gagnon, Desmarts, Labrecque, Pagliari, Pluye & Légaré (2012), Stated That Perceived Usefulness Of ICT Is One Of The Most Frequent Factors That Are Encountered During The Implementation Of ICT Use. According To Aramide, Ladipo & Adebayo (2015) Perceived Usefulness Of ICT Is Among The Factors Which Determine Teachers' Use Of ICT In Nigeria. Teachers Do Make Use Of ICT When They Perceived It Capable Of Enhancing Lesson Delivery.

Perceived Ease Of Use Has Been Mentioned By Teo (2011), To Be Among The Factors Which Determine Teachers' Use Of ICT. Perceived Ease Of Use Is Also Considered One To Be Among The Factors That Determines Teachers' Use Of ICT, (Gagnon, Et Al 2012). Increases In Level Of Perceive Ease Of Use, Increased Users' Acceptance And Use Of A Particular System, (Teo, 2012). Teachers Tend To Use ICT When They Perceive It To Be User Friendly. Motshegwe & Batane (2015) Stated That Perceived Ease Of Use Affected Teachers' Use Of ICT In Africa.

A Study By Adomi And Kpangban (2010) Has Included Poor Perception Of ICT Which Is Negative Attitudes Towards ICT Among Teachers As One Of The Factors Challenging The Adoption Of ICT In Nigerian Secondary Schools. Mathipa & Mukhari (2014) Have Mentioned Teachers' Attitudes Towards ICT As A Factor That Challenges To The Use Of ICT In Teaching. In Africa, Researchers Have Claimed That Teachers' Attitudes Influence The Use Of ICT In Education. According To Apeanti (2014), Teachers' Attitude Toward ICT Is Among The Key Factors Which Determine Their Use Of ICT In Schools In South Africa. Another Study By Agbo (2015), In Nigeria, Discovered That Teachers' Attitudes Affect Their Use Of ICT In Teaching. Teachers' Attitudes Play A Crucial Part In Determining The Reactions Of Teachers Towards

According To Jegede (2008), Nigerian Teachers' Behavioral Intention To Use ICT Determined Their ICT Use. Based On Adomi And Kpangban (2010), Behavioral Intention Is One Of The Factors Which Influence Teachers' Use Of ICT In Nigeria. A Study By These Researchers Proved That Nigerian Secondary School Teachers Did Not Use ICT In Teaching As A Result Of Lack Of Interest In ICT And Behavioral Intention To Use ICT. Behavioral Intention To Use ICT Is A Factor That Also Needs To Be Considered When Talking About The Implementation Of ICT Use In Nigerian Secondary Schools. When It Comes To The Level Of ICT Use In Nigerian Secondary Schools, It Has Been Found By Many Researchers That The Use Of ICT In Nigerian Secondary Schools Is Low.

For The Use Of ICT To Be Successfully Initiated In Teaching In Aba North District Secondary School, Abia State, Nigeria, The Mentioned Factors Needs To Be Considered. According To Onasanya, Shehu, Ogunlade & Adefuye (2011), Teachers In Nigeria Scored Low In Their Use Of ICT In Teaching. The Reason Of Low Level Of Teachers' ICT Use Needs To Be Determined. Another Study By Aramide At El (2013) Stated That There Is A Low Level Of ICT Use Among Science Teachers In Federal Unity Schools In Nigeria. Secondary School Teachers In Nigeria Seldom Use ICT In Their Lesson Delivery In Abia State, Nigeria, (Ejinkeonye Et Al 2016).

The Above Mentioned Factors And The Level Of Use Of ICT In Aba North Secondary Schools, Needs To Be Studies In Order To Know The Acceptance And Actual Use Of ICT In Aba North District Secondary Schools.

Objective

The Purpose Of This Study Is To Determine The Use Of ICT In Aba North District Secondary Schools Nigeria, Using TAM Model.

From The Main Objectives, The Specific Objectives Outlined For This Study Are As Follows,

- 1) To Determine Teachers' Level Of ICT Competency In Aba North District Secondary Schools.
- 2) To Determine The Level Of Teachers' Accessibility Of ICT In Aba North District Secondary Schools.

Population And Sampling

According To Banerjee &Chaudhury (2010), Population Is An Entire Group In Which Some Information Is Needed To Be Obtained From.Population Is The Set Of All The Individuals Of Interest In A Particular Study. The Population Of This Study Is All The Teachers In Aba North District Secondary Schools, Abia State, Nigeria. Aba North District, Abia State, Nigeria, Has A Total Number Of Twenty Secondary Schools. The Total Number Of Teachers In The Twenty Secondary Schools Is Four Hundred And Seventy Four (474) Teachers. The Table Below Shows The List Of The Twenty Secondary Schools In Aba North District, Abia State, Nigeria.

Sample

According To Cochran Formula And Raosoftmy Sample Size Of Population Of 474 Teachers In The 20 Secondary Schools In Aba North District, Is 210 And 213 Respectively. It Is Obvious That The Larger Your Sample Size, The Higher The Chance Of Getting Answers That Truly Reflects The Population This Study Will Use The Bigger Sample Size Which Is 213 Gotten By Raosoft Sample Calculator. In Order To Check The Problem Of Non-Response, The Sample Size Will Be Adjusted. In Surveys Most Researchers Do Increase The Sample Size To Ensure That The Number Of Interviews Conducted In The Survey Will Equal To The Sample Size.

II. RESULT AND DISCUSSION

The Variables Of This Study Are Analyzed Using Descriptive Statistics To Determine Their Overall Mean And Standard Deviation. This Analysis Is Done To Determine The Level Of Each Of The Variables.

Teachers' ICT Competency In Aba North District Secondary Schools.

This Section Presents The Level Of Teachers' ICT Competency In Aba North District Secondary Schools. The Data In This Section Were Being Analyzed To Determine The Overall Mean And Standard Deviation.

Table 4.3 Teachers' Level Of ICT Competency

No.	Item	Mean	SD	Level
1.	I Have The Ability To Use Internet To Search For Information	3.19	0.87	High
2.	I Know How To Create A Simple Presentation Using PowerPoint.	2.61	1.02	Moderate
3.	I Know How To Use Word Processors For Personal And Institutional Purposes.	3.07	0.93	High
4.	Using Emails To Communicate With Others Is Well Known By Me.	3.36	0.69	High
5.	I Have The Knowledge Of How To Capture And Edit Digital Photos, Movies Or Other Graphics.	2.58	1.05	Moderate
6.	I Know How To Use A Spreadsheet To Plot A Graph.	2.58	1.04	Moderate
7.	I Know How To Create A Database.	2.57	1.02	Moderate
8.	I Know How To Store And Share Files Using A Storage Device Like USB.	3.41	0.61	High
9.	I Have The Knowledge Of How To Use Interactive Whiteboard In The Classroom For Lesson Delivery.	2.65	0.98	Moderate
10.	Configuring Computer Settings Of Various Software & Hardware Is Well Known By Me.	2.59	0.99	Moderate
11.	The Basic Function Of The Operating System Is Well Known By Me.	2.71	1.00	Moderate
12.	I Have The Knowledge Of How To Use Online & Offline Help Facilities For Troubleshooting, Maintenance & Update Of Applications.	2.71	0.89	Moderate
13.	I Know How To Play Various Media Files Using Appropriate Media Players.	3.05	0.97	High
14.	I Know How To Effectively Use Instant Messengers And Skype To Communicate With My Students.	3.32	0.68	High
15.	I Can Actively Follow Online Forums & Discussions.	3.50	0.62	High
16.	I Can Share Lesson Plans & Teaching Materials Through Course Web Sites.	2.62	0.96	Moderate

17	I Can Actively Follow Online Tutorials Or Online Degree Programs.	2.69	1.00	Moderate
18	I Can Play Various Media Files Using Appropriate Media Players.	2.88	0.89	Moderate
19	I Can Download & Install Relevant Applications Which Are Needed For My Teaching Activities.	2.71	0.98	Moderate
20	I Am Competent In The Use Of ICT In Teaching And Learning	2.62	0.95	Moderate
Overall		2.87	0.92	Moderate

(N=234)

Table 4.2 Showed The Mean Scores Of Teachers' ICT Competency In Aba North District Secondary Schools. The Total Mean Score Of Teachers' ICT Competency In Aba North Secondary Schools Is 2.83 Which Fall Between 2.00 And 2.99, Classified As Moderate. According To The Classification Of Mean Score Levels For This Study, The Overall Mean Score Of 2.87 Score Is Classified As Moderate. This Shows That The Level Of Teachers' ICT Competency In Aba North District Secondary Schools Is At An Average Level. Having A Moderate Mean Score In Level Of ICT Competency Among Teachers In Aba North District Secondary Schools, Means That Teachers In Aba North District, Only Have The Basic Or Average Competency In The Use Of ICT.

This Finding Is Related To One Of The Objectives Of This Study, Which Is To Determine The Level Of Teachers' ICT Competency In Aba North District Secondary Schools. Teachers' ICT Competency Was Being Measured According To Teachers' Skills, Knowledge On How To Use ICT And Ability To Use ICT. The Descriptive Statistics Presented In Table 4.4, Showed That The Level Of Teachers ICT Competency Is Moderate. The Total Mean And Standard Deviation Computed Were 2.87 And 0.92. This Finding States That The ICT Competency Of Teachers In Aba North District Secondary Schools Is Just At A Moderate Level. This Means That The Level Of ICT Competency Of Teachers In Aba North District Secondary Schools Is At An Average Level. The Finding Of This Study Stirs Up The Need For Improvement Of Teachers' ICT Competency Level From Average To A Better Level. In Promoting The Use Of ICT In Education, Teachers' ICT Competency Should Be Taken As One Of The Major Foundations Of Teachers' Use Of ICT In Teaching And Learning. For The Use Of ICT In Teaching And Learning In Aba North District Secondary Schools To Be Achieved, Teachers' ICT Competency Will Need To Improve.

The Finding Of This Study Is In Line With The Finding Of Many Previous Studies. This Study Found Out That Teachers In Aba North District Secondary Schools Have Moderate Or Average Level Of ICT Competency. A Study Conducted By Mahmud &Ismail (2010) Found The Same Thing, Which Made Them To Report That Teachers Had Average Level Of ICT Knowledge And Skills (ICT Competency) And Did Not Use ICT In Teaching Because They Considered Themselves Not Competent Enough To Use ICT Materials. Also, A Study Conducted In Malaysia By Alazam, Bakar, Hamzah&Asmiran, (2012) Reported The Same Finding, Stating That That Teachers' ICT Competency Were At Moderate Level, Which Made Majority Of The Teachers That Participated In The Study To Use ICT In Their Teaching At A Moderate Level Also. The Result Presented In This Section Of Study, Is In Line With The Result Of A Study Conducted In Nigeria By Danner &Pessu (2013) Which Showed That Teachers Have Moderate ICT Competency.For The Use Of ICT By Teachers In Aba North District Secondary Schools To Be Achieved, Teachers' ICT Competency Should Be At An Optimal Level. According To Stephen (2013), The Use Of ICT In Education In Nigeria, Depends Of Teachers' ICT Competency. Teachers, Who Perceive Themselves Competent Enough To Use ICT, Usually Make Use Of ICT In Their Classrooms.

In Reverse To The Finding Of This Study, Some Other Studies Have Reported Different Findings Concerning The Level Of ICT Competency Among Teachers. Some Have Reported Low Level Of ICT Competency Among Teachers And Some Have Reported High ICT Competency Level Among Teachers, But All The Reports, Points To The Fact That ICT Competency Influences The Use Of ICT In Teaching. A Study Conducted In Malaysia By Tasir, Abour, Halim &Harun (2012), Reported That Teachers ICT Competency Level Was Found To Be High At An Overall Mean Of 3.95. Another Study Conducted In Malaysia By Wei, Piaw, Kannan &Moulod (2016), Reported A Different Finding From The Finding Of This Study, Stating That Malaysian Secondary Schools Teachers Rated Themselves As Having High Level Of ICT Competency, Acceptance Of ICT And Use Of ICT.

A Study By Oni (2013) Revealed A Low Level Of ICT Competency Among Islamic Teachers In Africa In Handling ICT Materials, Which Has Hindered Them From Using ICT In The Classroom. According To Kim (2015), Teachers That Have Higher Level Of ICT Competency Are More Effective At Using ICT Than Teachers With Lower Level Of ICT Competency. A Study Conducted In Tanzania By Kihzoza, Zlotnikova, Bada&Kalegele (2016), Reported That Teachers Had Low Level Of ICT Competency And Did Not Use ICT In Their Classrooms.

ICT Competency Among Teachers In Aba North District Secondary Schools Is Really A Factor That Should Be Addressed. According To Studies, Teachers Need To Be Competent Enough In The Use Of ICT, To Be Able To Use It. Aba North District Secondary Teachers, Needs To Have Good Level Of ICT Competency To Enable Them Adopt ICT In Their Teaching Activities.

Teachers' Accessibility Of ICT Materials.

Teachers' Accessibility Of ICT In Aba North District Secondary Schools Is Being Presented By This Section. Data Were Analyzed By Calculating The Mean Of The Responses To The Items Of The Questionnaire. The Data Analysis And The Mean Scores And Standard Deviation Are Shown In Table 4.

Table Teachers' Accessibility Of ICT In Aba North District Secondary Schools.

No.	Item	Mean	SD	Level
1.	There Is Accessibility Of Computer Aided Instructional Software By Teachers In Schools.	1.66	0.50	Low
2.	Teachers Have Access To Multimedia Projectors For Lesson Delivery In My School.	1.57	0.48	Low
3.	I Have Access To Presentation Software (Power Point) In The Classroom.	1.63	0.48	Low
4.	In My School, Computers Are Accessible To Teachers.	2.57	0.85	Low
5.	In My School, Teachers Have Access To E-Mail (For Online Communication With Students).	1.57	0.54	Low
6.	Teachers Have Access To Internet In My School.	1.59	0.49	Low
7.	Teachers Have Access To Interactive Whiteboard/Smart Board In My School.	1.61	0.49	Low
8.	Teachers Have Access To Online Databases For Lesson Preparation In My School.	1.61	0.52	Low
9.	Teachers Have Access To Spreadsheet Program (Excel) In My School.	1.56	0.49	Low
10.	I Have Access To The ICT Material Needed For My Teaching In The Classroom.	1.52	0.50	Low
Overall		1.69	0.54	Low

(N= 234)

According To The Table Above, The Total Mean Score Of Teachers' Accessibility Of ICT Is 1.69 Which Is Classified As Low, According To The Mean Scores Level Classification Table. There Are Low Levels Of Accessibility Among All The Items. This Low Total Mean Score Of Teachers' Accessibility Of ICT Means That The Level Of Teachers' ICT Accessibility In Aba North Is Not Sufficient Or Enough For Teachers To Get Hold Of The ICT Materials Needed For ICT Use. Teachers Do Not Have The Needed Level Of Access To ICT Materials Which Will Enable Them To Make The Actual Use Of ICT.

This Finding Of Low Level Of Teachers' Accessibility Of ICT Is Similar To The Finding From A Study Done In Nigeria By Danner &Pessu, Done (2013) Which Revealed That Teachers Had Low Level Of ICT Accessibility And Were Being Hindered From Using ICT In Teaching Because Of It. Aramide, Olaajo&Adekanye (2013), Supported The Finding Presented In This Section Of Study By Reporting That Science Teachers In Federal Unity Schools, Nigeria, Had Low Level Of ICT Accessibility. Asiyai (2014) Reported That Teachers' Accessibility Of ICT In Delta State, Nigeria Was Low. The Finding Of This Study Is Also In Line With The Finding From Another Study Done In NigeriaBy Abubakar (2017)Which Reported That Teachers Had Low Accessibility Of ICT, And As A Result Did Not Use ICT In Teaching. Another Study Conducted In Cameroon By Haji, Moluayonge&Park (2017) Supported The Finding In This Section Of The Study By Reporting That Secondary School Teachers In Cameroon Have ICT Accessibility Which Leads To Low Level Of ICT Use In The Classroom.

Contrary To The Finding Of Low Level Of Teachers' Accessibility Of ICT Materials Which Is Presented In The Section Of This Study, Few Studies Have Made Reports Of High Level Of Teachers ICT Accessibility. A Study Conducted In The United States By Kusano, Frederiksen, Jones, Kobayashi, Mukoyama, Yamagishi &Ishizuka (2013) Revealed That Teachers Had High Level Of ICT Access And Used Them In The Classroom. Another Study Conducted In Ghana By Sarfo, Amankwah, Oti-Agyen&Yidana (2016), Revealed That Teachers Had High Level Of ICT Accessibility, Which Led To Their Acceptance And Use Of ICT In The Classroom. Teachers With Low Level Of ICT Materials Are Usually Hindered From Using ICT. High Level Of Access To ICT Materials Motivated Teachers To Use ICT. Teachers Who Had Access To ICT Accepted And

Used ICT In Teaching. From This Discussion, It Is Now Obvious That Teachers Need To Have A High Level Of ICT Accessibility In Order To Implement The Use Of ICT In Teaching.

In Conclusion, The Level Of Teachers' Accessibility Of ICT In Nigeria Is Low. This Low Accessibility Of ICT Hinders Teachers From Using ICT In Teaching.

III. CONCLUSION

Teachers' Have Low Level Of ICT Use In Aba North District Secondary Schools Because The Accessibility Of ICT Is Low. Though The Level Of ICT Competency Among Teachers In Aba North District Secondary Schools Is Moderate, They Have High Level Of Perceived Usefulness, Perceived Ease Of Use, Attitude Towards ICT And Behavioral Intention To Use ICT. It Can Be Concluded That The Major Reason Teachers In Aba North District Secondary Schools Made Little Or No Use Of ICT In Teaching Is Because They Lack Access To ICT Materials.

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