



A BUSINESS EDUCATORS' PERCEPTION OF THE IMPLEMENTATION OF THE FEDERAL MINISTRY OF EDUCATION STRATEGIC PLAN ON IMPROVING ICT IN COLLEGES OF EDUCATION IN ANAMBRA STATE

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Abstract

The study was aimed at determining the influence of implementation of the federal ministry of education four years strategic plan (2011-2015) on improving Information and Communication Technology (ICT) instructional facilities in Colleges of Education in Anambra State. {The study used descriptive survey design}. One research question guided the study and two hypotheses were tested at 0.05 level of significance. The population of the study comprised all 68 business educators from the two colleges of education in Anambra State. A researcher-developed questionnaire comprising 10 items that was face validated by experts in the field was used to collect the data. Mean ratings and standard deviations were used to analyze the data in respect of the research questions while ANOVA was used in testing the null hypotheses. The findings revealed that the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State is low. Furthermore, it was also revealed that business educators in the colleges of education did not differ in their opinion on the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State. Based on these findings, it was recommended among others, that a special panel of enquiry should be instituted by the federal government should ascertain the level of funds released and how they have been disbursed by the institutions in charge of the implementation of the strategic plan on ICT instructional facilities for teacher education institutions. It was also recommended that the Federal Government of Nigeria through the Ministry of Education should give serious financial commitment to the implementation of the strategic plan on improving ICT instructional facilities in the teacher training institutions especially the colleges of education.

Keywords: *Business Educators, Implementation, Strategic Plan, Information and Communication Technology (ICT)*



Introduction

The state of the educational institutions in Nigeria has been on the front burner of national discourse. This is informed by the views as held by educationist and scholars that the Federal government of Nigeria has paid little or no attention to the issues related to education. This is enunciated by the miserly 7 per cent allocated to education in the 2018 budget by the federal government of Nigeria led by Mr. Muhammadu Buhari this percentage is a far cry from the 26% recommended by the United Nations (Adedigba, 2017). This thus brings to mind the question; is the government interested in the development of its human capital? From the 7 percent of budgetary allocation to education, it is safe to say that the federal government of Nigeria seems not to be interested in improving the quality of education. It is saddening because education is seen as the life wire for the development of any society.

According to the Federal Government of Nigeria's (FGN, 2013), education is seen as an instrument par excellence for effecting national development. That means that education is the bedrock of growth and development of any nation. Supporting this, Chidi-Ehiem (2016) saw education as training the new generations with the existing knowledge of their physical environment, introducing individuals to the organization of their society, teaching them skills for performing their jobs and enjoying their leisure, as well as to inculcating sound moral values in them for their own benefit and that of the society. It is against this background that the FGN (2013) noted that teacher education should be the springboard for educational planning and national development. The objectives of teacher education programmes in Nigeria include production of highly motivated, conscientious and efficient classroom teachers for all level of educational systems, encouraging the spirits of enquiry and creativity among teachers, help teachers fit into the social life of the community and the society at large and enhance their commitment to the national goals, as well as provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to changing situations. However, the situation in Colleges of Education in Anambra State and Nigeria in general seem to leave little to be desired. This is occasioned by the incessant strike actions embarked upon by the academic and non-academic staff of the colleges of education to protest the abandonment of such important sector in the economy. The issues facing colleges of education in Nigeria are poor funding for research activities, improper



remuneration, paucity of academic staff as well as problem of staff retention, lack of quality assessment, and research, unsuitable policy environment and other organizational and management issues pertaining to school administration, among others. Some authors like (Adavbiele, 2016 & Idakwoji, 2016) have laid the brunt of the blame on poor quality teacher education and development programmes.

According to the FME, the challenges of poor teacher quality is visible in the area of pre-service teacher education, orientation and induction of new teachers, continuing professional development for teacher, school leadership recruitment, appointment and training, framework for teaching standards and incentives to attract and retain quality teachers. In agreement, Idakwoji (2016) noted that Nigerian education system still faces significant problems like poor teaching and learning with consequent poor student attainment especially in standard examinations. Teacher attrition rate is high, significantly low enrolment in teacher training holds sway; non availability of teachers to teach most of the entrepreneurship, vocational and technical subjects that are on the curriculum is common to public schools. Inadequacy of the required teaching staff, school plant, machinery and other instructional resources are common to all public schools; and teaching in Nigeria still shows as the worst profession (Ogunyinka, Okeke & Adedoyin, 2015; Ezekwesili, 2013).

This situation informed the decision of the Federal Ministry of Education (FME) (2012) to initiate the four year strategic plan for the development of the education sector for 2011-2015 in which teacher education and development is a priority area. According to the FME (2012) the strategic plan for the development of teacher education and development include expanding and improving Information and Communication Technologies (ICT) facilities in teacher education institutions to make them globally competitive. The plan was designed to implement government's directive on ICT initiatives for Tertiary Institutions and to implement the Federal Government e-learning framework. The plan was aimed at ensuring that ICT infrastructure is provided across institutions and to ensure that ICT is integrated into the delivery of teacher education curriculum. ICT is a revolution that involves the use of computers, internet and other telecommunication technology in every aspect of human endeavour. Asiya (2010) defined ICT as the handling and processing of information (text, images, graphs, instruction, etc) for use, by means of electronic and communication devices such as computers, cameras, telephone.



According to Aribasala (2006), the adoption of ICT in teacher education will enhance effective teaching. Issues like good course organization, effective classroom management, self-study collaborative learning, tax oriented activities, and effective communication between the actors of teaching-learning process and research activities will be enhanced by the use of ICT based technology. It is believed that improving on the ICT facilities in the colleges of education in Nigeria will largely improve the quality of education programmes in Nigeria in general and Anambra State in particular. However, it appears that implementation of the federal Ministry of Education's four year strategic plan on expanding and improving ICT facilities in teacher education institutions like the colleges of education seem not to be quite impressive. It therefore becomes imperative that the opinion of business educators who are teachers in these institutions are sampled to know the true state and influence of the implementation of the strategic plan of expanding and improving ICT instructional facilities in colleges of education Anambra State.

Statement of the Problem

Teachers are important agents for national development. Thus it is imperative that all hands are on deck to improve the quality of their training because a well-trained teacher would lead to a properly trained and educated graduate who is equipped to face real life situation. However, this assertion seems to be given little relevance by the Nigerian government. This is occasioned by their inability to willfully fund education. This has resulted in poor quality education programmes occasioned by incessant strike by staff, student unrest, poor research and development, staff attrition as well as many other issues that have degraded the essence and quality of education in teacher training institutions. However, six years since the drafting of the plan, it appears that the implementation of the four year strategic plan as it concerns improving ICT instructional facilities in teacher education institutions is not being successfully achieved. The lack of ICT enabled instructional facilities has hampered the level of efficiency in education service delivery and has affected the rate of exposure of students to simulation and real life situations. This seems to have resulted to the inability of students of colleges of education to compete effectively with their peers in other parts of the world. It is therefore imperative to determine the extent to which the four year strategic plan on improving ICT in colleges of education in Anambra State.



Research Question

What is the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on educational qualifications.

Methods

The study was a descriptive design and was carried out in Anambra State. The population of the study comprised all 68 business educators from the two Colleges of Education (Federal College of Education (Technical), Umunze and Federal College of Education, Nsugbe) in the State. The whole population was used for the study without sampling because it is manageable. The instrument for data collection is a questionnaire titled “Questionnaire on the Implementation of the Four Year Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education (QIFYPIICTIFCE)” with two sections- A and B. Section A contains two item on respondents' background information covering years of experience and educational qualifications, while Section B contains a total of 10 items covering aspects of ICT instructional facilities for colleges of education according to the research question guiding the study. Section B is structured on 5-point rating scale of Very High Extent (VHE), High Extent (HE), Moderate Extent (ME), Low Extent (LE) and Very Low Extent (VLE). The respondents are required to



tick (✓) in only one column for all the items to indicate the extent to which they consider each factor to have effect on their choice of business education as a course of study. The validity of the instrument for the study was established by three experts in the School of Business Education, Federal College of Education, Nsugbe, Anambra State. Through a pilot test, copies of the instrument were administered on 10 business educators in Nnamdi Azikiwe University, Awka in Anambra State. Data collected from the test were analyzed using Cronbach Alpha reliability method. The analysis yielded a co-efficient value of 0.87 for internal consistency. The researcher distributed the instrument personally and with the aid of four lecturers in the Colleges of Education. Out of the 68 questionnaires distributed, 62 were returned in good condition. This amounted to 91% return rate. The data collected from the respondents were analyzed using descriptive statistics such as mean and standard deviation. The mean value was used to answer the research questions while the standard deviation was used to ascertain the homogeneity or otherwise of the respondents' ratings. The decision rule was based on the real limit of the scale values on the 5-point rating scale as provided below;

Values	Real Limit
Very High Extent	5 4.50- 5.00
High Extent	4 3.50- 4.49
Moderate Extent	3 2.50- 3.49
Low Extent	2 1.50- 2.49
Very Low Extent	1 0.50- 1.49

For the hypotheses, Analysis of Variance (ANOVA) was used to test the hypotheses at 0.05 level of significance. Where the calculated f value is less than the critical value of f, it means that there is no significant difference and the hypothesis was not rejected. Conversely, where the calculated f value is equal to or greater than the critical f value, it means that there is significant difference and the hypothesis was rejected.

Results

Research Question

What is the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra State?



Table 1: Respondents Mean Ratings on the Influence of implementation of FME strategic plan on Improving Information and Communication Technology (ICT) instructional facilities in Colleges of Education.

S/N	To what extent has the following strategy on improving Information and Communication Technology (ICT) instructional facilities in your institutions been implemented:	Mean	SD	Remarks
1.	Providing projectors for classroom instructions	2.34	0.76	Low Extent
2.	Providing free access to internet in the schools premises	1.08	0.54	Very Low Extent
3.	Providing computers for learning	2.10	0.51	Low Extent
4.	Making available customized smart phones for students training and instruction	2.31	0.63	Low Extent
5.	Providing digital televisions to enable video instruction	1.34	0.55	Very Low Extent
6.	Providing mega phones for instructional purposes	3.45	0.65	Moderate Extent
7.	Creating a digital library for Departments in the school	2.44	0.72	Low Extent
8.	Providing camcorders that would aid recording of classroom instructions	1.20	0.50	Very Low Extent
9.	Providing digital light board and pen for classroom instruction	1.89	0.67	Low Extent
10.	Launching satellite services in the school premises to enable access to internet services	2.01	0.58	Low Extent
Cluster Mean		2.02		Low Extent

The data presented in Table 1 revealed that the business educators in colleges of education in Anambra State rated the extent of implementation of providing free access to internet in the schools premises, providing digital televisions to enable video instruction and providing camcorders that would aid recording of classroom instructions to a very low extent with mean ratings of 1.08, 1.34 and 1.20 and standard deviations of 0.54, 0.55 and 0.50 respectively. They also rated providing projectors for classroom instructions, providing computers for learning, making available customized smart phones for students training and instruction, creating a digital library for departments in the school, providing digital light board and pen for classroom instruction and launching satellite services in the school premises to enable access to internet services to a low extent with mean ratings ranging from 1.89 to 2.34 and standard deviations ranging from 0.51 to 0.76. However, they rated the item on providing mega phones for instructional purposes to a moderate extent with mean rating of 3.45 and standard deviation of 0.65. The cluster mean of 2.02



indicates that the Federal Ministry of Education four year strategic plan on improving Information and communication technology instructional facilities in colleges of education in Anambra State was implemented to a low extent.

Hypothesis 1

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

Table 2: Summary of Analysis of Variance (ANOVA) on the Influence of Implementation of the FME Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education in Anambra State Based on Years of Experience

Group	Sum of Squares	df	Mean Square	F-ratio	F-crit	Remark
Between Groups	.237	2	.077	0.65	3.11	Not Significant
Within Groups	243.600	60	.801			
Total	243.837	62				

Data in Table 2 reveal that f-ratio of 0.65 calculated at 0.05 level of significance and at 2 and 84 degrees of freedom is less than 3.11. Since the f-ratio of 0.65 is less than the f-critical value of 3.11, the null hypothesis was not rejected. Hence, there is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on years of experience.

Hypothesis 2

There is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on Educational Qualification.



Table 2: Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the Influence of Implementation of the FME Strategic Plan on Improving Information and Communication Technology Instructional Facilities in Colleges of Education in Anambra State Based on Educational Qualifications

Group	Sum of Squares	df	Mean Square	F-ratio	F-crit	Remark
Between Groups	.245	2	.097	0.87	3.11	Not Significant
Within Groups	234.453	84	.765			
Total	235.082	86				

Data in Table 2 reveal that f-ratio of 0.87 calculated at 0.05 level of significance and at 2 and 84 degrees of freedom is less than 3.11. Since the f-ratio of 0.87 is less than the f-critical value of 3.11, the null hypothesis was not rejected. Hence, there is no significant difference in the mean ratings of business educators in colleges of education in Anambra State on the influence of the implementation of the Federal Ministry of Education four year strategic plan on improving Information and Communication Technology instructional facilities in colleges of education in Anambra State based on educational qualification.

Discussion

Findings on the research question revealed that business educators in colleges of education in Anambra State opined that the implementation of the Federal Ministry of Education Strategic plan on improving information and communication technology instructional facilities in colleges of education in Anambra state is to a low extent. This situation seem to have resulted in the failures of business educators and other lecturers in these institutions to expose students to current trends in their areas of discipline leading to the production of “half baked” graduates who cannot function in the 21st century digital office, school and business environment. This finding is in line with the findings of Hart, Emeli and Okorogba (2016) who decried the poor level of ICT facilities in the colleges of education in the state. Hart et al (2016) are of the opinion that the inability of government to provide these ICT gadgets will affect the realization of the Federal government objectives for the teacher education programme in Nigeria. Similarly, Asiya (2010) found that the availability of ICTs for use in teaching and learning in institutions of higher learning in Anambra State is low. Four years after the situation is still low. This seem to point



to a lack of commitment on the part of the federal government of Nigeria in ensuring quality teacher education programmes in the country. Furthermore, the respondents did not differ in their opinion on the extent of the implementation of the federal ministry of education strategic plan on improving ICT instructional facilities in colleges of education in Anambra State. The result shows that the Federal Government of Nigeria through the Federal Ministry of Education has failed in implementing their strategic plan for improving ICT in teacher training institution judging from the fact that this study was carried out 3 years after the plan should have been fully implemented as at 2015.

Conclusion

In view of the findings, of the study, it was concluded that the extent of implementation of the Federal Ministry of Education four year strategic plan on improving ICT instructional facilities in colleges of education in Anambra State is low. This point to a serious lack of commitment on the part of the government and its implementing agency the Federal Ministry of Education in the area of digitalizing the teachers training institutions in the country to compete effectively with its peer around the world. This situation seem to have resulted in the level of decadence in the educational systems in Nigeria especially in the teachers training institutions leading to the graduation of ill equipped graduates and teachers. This is evident in the poor level of our national development so far.

Recommendations

Based on the findings of the study, the following recommendations were made:

A special panel of enquiry should be instituted by the federal government in line with the Ministry of Finance, the Ministry of Education and Head of Teacher Education Institutions to ascertain the level of funds released and how they have been disbursed by the institutions incharge of the implementation of the strategic plan on ICT instructional facilities for teacher education institutions.

The Federal Government of Nigeria through the Ministry of Education should give serious financial commitment to the implementation of the strategic plan on improving ICT instructional facilities in the teacher training institutions especially the colleges of education. This commitment should be more than just paying lip services to the implementation, rather funds should



be released for the provision of ICT facilities like projectors, internet services and digital television among others.

The Federal Government through the Ministry of Education should contract the services of tried and tested ICT companies in their task of providing world class ICT instructional facilities in the teacher training institutions. The ICT companies used should not be limited to Nigerians alone, Companies who is seen to have proven themselves in providing such services for leading academic institution in Africa, Europe or America should be contracted.

The Federal Government of Nigeria should partner with Leading ICT companies like HP and Dell so as to ensure that the ICT facilities provided are of standard and not counterfeit.

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