



## **IMPLEMENTATION OF EDUCATIONAL TECHNOLOGY PROGRAMME IN NIGER STATE PRIMARY SCHOOLS.**

By

**ALABI. T. O.**

Science Education Department  
Federal University of Technology, Minna, Niger State.  
E-mail: thomasalabi2011@yahoo.com

### **ABSTRACT**

*This study investigated the implementation of educational technology programme in Niger State Primary Schools. The purpose was meant to orientate primary school teachers on the relevance of educational technology programme in the success of UBE Programme and to emphasis the right concept of the system. Also to examine the factors that stand as obstacles to its proper application and the effect on teaching-learning process. The subject for the research consists of 500 teachers who had been trained in educational technology. They were purposively selected across the 25 Local Government areas of Niger State.*

*A questionnaire titled "Implementation of Educational Technology in Niger State Primary Schools" was designed, validated and used to gather information on the knowledge of teachers on educational technology, application of educational technology by teachers, availability of instructional materials in schools and the attitude of teachers towards educational technology. The researcher formulated four null hypotheses to guide the study. The t-test statistics was used to analyze the data. The hypotheses were tested at 0.05 level of significance. The results show that many teachers do not have sufficient knowledge of educational technology to improve learning.*

*Based on the findings, it was recommended, among others, that awareness be created for teachers, pupils, parents and government to change their attitude from what it is presently towards educational technology.*

## **Introduction**

The standard of education at all levels of educational system in Nigeria has been the main concern of everybody, most especially the educationists. Gills in Fajonyomi (2007) observed that education is a switch which turns on light that brightens the darkness of poverty and enlightens the lives of the people.

One of the major solutions to the multi-faceted problems we have in education is the proper application of educational technology. It is no doubt that it is one of the latest innovations that has been adopted in Nigeria in a bid to improve the quality of learning. But educational technology as a concept has been highly misunderstood, even by teachers, teacher educators and the government in Nigeria. Some of them refer to it as the use of charts, cardboards or the use of teaching aids in instruction. No wonder therefore that Ogunmilade (1984) claims that educational technology means different things to different people depending on who is talking to whom and in what context. That is why some teachers make use of instructional materials bothering less on their relevance and appropriateness to the topic being taught in the process of teaching that topic. It is observed that people have different views of terms in the field; there are controversies on what the right concept is. Observing the controversy, Alabi(2002) referred to educational technology as curriculum design, instructional design, instructional materials and method of presentation. Hence instructional materials continue to reflect in teachers understanding of the term educational technology. Richmond (2008) says educational technology is to provide appropriately designed learning situations which, holding in view of objects of teaching or training being to bear the best means of instruction.

as the application of the systems approach to finding out educational problems and resolving these problems.

According to Adeosun (1998), Educational Technology is the integration (or weaving together) of variables (or factors) in order to find out the problems involved in the process of acquiring knowledge, skills and habits and solve these problems. In other words, it is the integration of variables in order to find out and solve all problems involved in all aspects of human learning.

In the primary schools, importance of educational technology cannot be underrated, but it has suffered a lot of set back due to the fact that a lot of teachers hold a wrong concept of educational technology. They believe that all it deals with is the use of instructional materials in the classroom; hence they believe that once they make use of instructional materials in the class, learning is being facilitated. The researcher realized that many teachers in Niger State are not well equipped for efficiency in the job. Teaching is a professional job and engages in the dissemination of knowledge, but the exposure to technology for the majority of them consists only of the single course they are usually exposed to during their teacher training programmes. They lack technological know-how on the operation of electronic instructional package.

In some teacher training institutions, the recipients are not adequately trained in educational technology. The teacher educators in Nigeria accord wrong meanings to the concept creating a fundamental negative effect on teacher education in Nigeria.

Alabi(2002) opined that teachers resist change that could help them perform their teaching profession effectively. Poverty and lack of knowledge on the part of the parents have also hindered the system in the primary schools. The parents would not buy or replenish books and necessary materials for their children/wards. They prefer to engage the children in their trading and business during school hours which often leads to

low daily attendance, poor retention and unsatisfactory learning outcomes on the children.

It is discovered that teacher's morale is low in the primary schools. Teachers are poorly motivated which has culminated them in search for greener pastures and having less interest in striving for more knowledge that could help their efficiency in the job. Also young and energetic teachers are not recruited into the primary schools, majority of them are not even interested to be recruited since those presently on ground are not motivated.

Looking at our primary schools, some of the classroom buildings are dilapidated especially in the rural areas; No window panes or shutters, no ceilings, plaster peel off, broken floor and leaking roof. As poor as these structures are they are not even adequate, two or more streams have to share the same dilapidated classes in many occasions resulting to over crowded classroom. The government doesn't pay enough attention to primary education especially in the area of making it a quality one (Ajayi, 2002). Majority of teachers employed even in the private settings are not experienced, they are school certificate drop-outs, yet they are expected to build these young children.

Organization of workshop for in-service training of teachers is poorly done that every teacher does not benefit. Cutbacks in educational funding has also made it difficult to purchase and install necessary equipment and materials (tape recorders, video camera, monitors, video projectors, other projectors) etc. Irregular supply of electricity makes up another problem hindering the proper application of educational technology in our schools.

### **Purpose**

This study was to find out the influence of variables like school type, school location (i.e. urban and rural) and teachers' experience on the use of educational technology in schools.

## **Hypotheses**

The following hypotheses were raised for the purpose of this study.

1. There is no significant relationship between teachers' knowledge of Educational Technology and their application in teaching and learning situation.
2. There is no significant difference in the application of Educational Technology between rural and urban teachers.
3. There is no significant difference in the application of Educational Technology between private and public schools.
4. There is no significant difference in the application of Educational Technology between experienced and inexperienced teachers.

## **METHOD**

The design of this study is a descriptive survey type, which involves the use of questionnaire for the collection of data for the main purpose of investigating the implementation of educational technology in Niger State Primary Schools.

Five hundred (500) teachers in 27 primary schools across nine Local Government Areas constituted the sample for this study. The multistage sampling technique was used for the study. There are three senatorial districts in the state. From each district, three Local Governments that are not contiguous were purposively chosen. From each Local Government three schools were chosen and stratified into private and public schools. One private school and two public schools were stratified from each Local Government Area. This gives 9 private and 18 public schools in all.

Questionnaire on the "Implementation of Educational Technology in Niger State Primary Schools" (QIETNSPS) designed by the researcher was used for this study. The instrument was designed to know the knowledge of teachers on

educational technology, application of educational technology by teachers, availability of instructional materials in schools and the attitude of teachers towards educational technology. The instrument consists of five sections. Section A requests the respondents' bio-data like sex, age, religion, marital status, years of experience and status of school. Section B tests the knowledge of teachers on educational technology. Section C tests the application of Educational Technology by teachers; Section D tests the availability of instructional materials in schools. and section E was used to elicit information on the attitude of teachers towards educational technology.

Permission was sought from the school headmasters before the distribution of the questionnaire to the teachers in the sampled schools. Copies of the questionnaire were administered personally, with the help of research assistants.

Data collected were analysed using descriptive and inferential statistics. General questions were analysed using percentages. Hypothesis I was tested with Pearson Product Moment Correlation analysis, while hypothesis 2, 3 and 4 were analyzed using t-test analyses.

### **Hypothesis One**

There is no significant relationship between the teachers' knowledge of Educational Technology and their application of Educational Technology in Teaching.

**Table 1:** Summary of Pearson Product Moment Correlation analysis showing relationship between the knowledge of Educational Technology and the application of Educational Technology.

VARIABLE	N	Mean	SD	r.cal	r.tab
Knowledge of Educational Technology	500	.84	.36		0.195
Application of Educational Technology	500	3.10	.95	0.36	

Significant at 0.05 alpha level

From the above table, it is clear that there is a relationship between teachers knowledge of Educational Technology and the application of Educational Technology in their learning situation. Therefore hypothesis one is rejected.

### Hypothesis Two:

There is no significant difference in the application of Educational Technology between rural and urban teachers.

**Table 2:** Summary of paired sample t-test showing proper application of Educational Technology between rural & urban teachers.

VARIABLE	N	Mean	SD	df	t-cal.	t-tab.
Rural	365	1.67	.55			
Urban	135	1.78	.43	498	2.32	1.96

### Hypothesis Three:

There is no significant difference in the application of Educational Technology between private and public schools in Niger State.

**Table 3:**

Summary of t – test showing the difference between the application of Educational technology in private and public schools.

VARIABLE	N	Mean	SD	df	t-cal.	t-tab.
Private School	148	1.75	.43			
Public School	352	1.68	.46	498	1.46	1.96

The table revealed that there is no significant difference in the

proper application of Educational Technology between private and public schools in Niger State. Therefore Hypothesis three is accepted.

#### **Hypothesis Four:**

There is no significant difference in the application of Educational Technology between experienced and less experienced teachers.

**Table 4:** Summary of t-test showing the difference between proper application of Educational Technology between experienced and inexperienced teachers.

VARIABLE	N	Mean	SD	df	t-cal.	t-tab.
Experienced Teachers	389	2.66	1.26			
Less experienced Teachers	111	3.44	.89	498	6.08	1.96

Significant at 0.05 alpha level

This table shows that there is a significant difference in the proper application of Educational Technology between experienced and inexperienced teachers. Therefore hypothesis four is rejected.

#### **Discussion**

On the issue of the right knowledge of educational technology, only few respondents have the right answers. Majority of them hold to the wrong concept of educational technology. Adeosun (2003) claims that this wrong concept has got a fundamental negative effect on teacher education in Nigeria.

On the application of educational technology by teachers, the researcher discovers that only few teachers use instructional materials, some even believe that they are okay once they make use of a cardboard to prepare teaching aids. This position supported the view of Adeosun (1998) that many teachers keep using instructional materials without considering whether or not those materials have effect on students' achievement.



Also, it was found that instructional materials are inadequate in schools. This agrees with the findings of Alabi (2008) which declared that the resources supplied by the government are inadequate for teachers use. Although the attitude of some teachers towards educational technology is encouraging, other teachers would not want to change from their old system.

### **Conclusion**

Based on the findings of this study, the following conclusions are drawn: Many teachers do not have sufficient knowledge of educational technology. They accord wrong meanings to the concepts of educational technology. Also it was discovered that instructional materials are not adequate in schools. Teachers seldom receive instructional materials from the Government. In addition, teachers are of the opinion that high teaching load does not allow enough time to plan and create instructional materials required to support teaching and learning. Also, some believe that educational technology is not important in effective teaching/ learning process and as a result it is not compulsory to use the materials in the delivery of instruction.

### **Recommendations**

Based on the findings of this study, the following recommendations were made to improve Educational Technology in Niger State Primary Schools:

1. Government should ensure that adequate and relevant instructional materials and equipment are supplied to the primary schools.
2. Government should ensure the installation of electricity and provision of generators to operate electrical equipment in primary schools.
3. Workshops and in-service training should be given to all teachers to enable them grasp the real meaning of Educational Technology, to know when they should use instructional materials and why they should use them.

4. The Federal Government should establish Educational Technology Centre in Niger State.

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