

**TEACHING STAFF PRODUCTIVITY AN HINGE ON INFORMATION AND  
COMMUNICATION TECHNOLOGY (ICT): A CASE STUDY OF BENSON  
IDAHOSA UNIVERSITY, BENIN CITY, EDO STATE.**

**ABSTRACT:** *The burden and assertion on the quality of teaching staff in an academic institution has recently become a discussion nationwide and this is owned to the claim of a possible huge resources committed to education sector without commensurate results. The cry for the integration of Information and Communication Technology into school learning curriculum has further raised the hope of people on maximum productivity of teaching staff in tertiary institution. However, this seems to be eluding because, institution on a yearly basis produces students who are not ICT oriented, thereby, leaving the general public with question of teacher's productivity. In this paper, a survey was conducted to ascertain the level of ICT compliance on teaching staff productivity and in addition, review was carried out to know if ICT has direct impact on teaching quality as well as proffer possible solutions that could aid smooth delivering of lecture methodology that is ICT compliance. From the analysis, it was observed that most of the respondents agreed with the fact that ICT role has tremendous impact on the quality of teaching staff productivity. The standard value of 2.5 mean showed clearly that the respondents calculated value which is 2.66 empirically demonstrated that the majority of the respondents are in agreement that ICT plays a tangible role in the teaching staff productivity.*

**Keywords:** *Productivity, Respondents, ICT, Quality, Empirical and Assertions*

**I. INTRODUCTION**

Information and Communication Technology (ICT) is an electronics revolution that is sweeping across all spheres of human endeavors and has bridged the gap in academic learning and other aspects of human existence. Today, thousands of different computer devices can communicate without barrier and this is owned to the handshaking technology (Synchronous and Asynchronous). Several aspects of human such as capacity building and others have increased due to the knowledge of Information and Communication Technology (ICT). Haman endeavors such as business transactions, industrial operations, educational program, research and development have all gained exponential awareness.

[1] In his view, sees Information and Communication Technology (ICT) as revolution that involves the use of computers, internet and other telecommunication technologies in every aspects of human endeavour. From his view, it is opined that there is hardly any home or organization without ICT. In another view by [2], ICT is seen as a processing and sharing of information using all kinds of electronic devices, an umbrella that includes all technologies for the manipulation and communication of information. To further buttress the above claim, [3] said that ICT as an electronic or computerized devices, directly assisted by human and interactive materials can be used for a wide range of teaching and learning as well as for personal use.

44 Education is an emblem which has direct impact on how human live, work, think, and  
45 socialize. It is accumulative process to which society evaluate morals, value, skills as well as  
46 the echo of systematic instruction that facilitate learning. Education is incomplete without  
47 instructors or instructional materials that generate and instill endow basic knowledge, skills,  
48 ideals, attitude, lifestyle, and policy into human norms. Education is built around setting  
49 objectives and principles. These objectives are usually the roadmap to achieving societal  
50 development and attainment. Information and Communication Technology (ICT) in recent  
51 times has become formidable tool in the attainment of these objectives.

## 52 **II. RELATED WORK**

53 Accesses to research material and information exchange across all networks have become so  
54 tangible with modern gadgets. Information and Communication Technology (ICT) is a tool  
55 which enables information decentralization across geographical boundaries. ICT facilitates  
56 knowledge base exploration and this is often seen from content base sharing. The past few  
57 decades saw information relegated to geographical boundaries but this was majorly owned to  
58 system engender. The era saw different gadgets communicate separately and handshaking  
59 between devices was considered a barrier. However, the era also saw the introduction of  
60 Open System Interconnection (OSI) model to which was the adherence model by all  
61 manufacturers and this model over the years has bridged the gap. OSI is a seven lay model  
62 which demonstrate how information is to be transmitted between two or more connected  
63 devices [4, 5]. The OSI model has largely revolutionized data communication thereby giving  
64 room for communication exploration in an out of remote areas. The integrated platform  
65 engineered by the OSI model is the root of modern development in ICT. According [6] ICT  
66 cross sessional session involves retrieval, storage, translation, access, processing and  
67 transmission of information with coherent effective devices. ICT provides fundamental  
68 guidelines for social and economic blue print which in turn create sustainable and people  
69 oriented development.

70 [7] Noted that ICT is the roadmap to improvement in the buildup of effective and efficient  
71 enterprises resource allocation which translates to evidential development in a society. In the  
72 other hand, Bello and Johnson (2011) said that ICT role in higher education and development  
73 is twofold. They explained that ICT allows countries to systematically grow their economic  
74 into a modernized production chain system. ICT role in higher education cannot be  
75 overemphasized and this is due to the social economy benefit it brings to ford that is directly  
76 felt by all irrespective of age. [8] Stressed that outside classroom use, ICT enrich content base  
77 curriculum as well as teaching techniques of instructors. In their view, they said researches  
78 that translate to viable development are some of the merit of ICT which cannot be ignored by  
79 countries who pride on sustainable education for her citizens. Modern education in 21<sup>st</sup>  
80 century (from primary to higher education) sees ICT as an integral part. Different levels of  
81 modern school uses ICT to streamline the downfall associated with ancient education. [9]  
82 Revealed that ICT usage by academics within universities was low. In their remarks, even  
83 when it is obvious of its merit to educational sector such as enhancing and facilitating quality  
84 teaching but it usage in Nigeria's higher institutions is indeed an issue for concern. [10] In a  
85 published paper agreed to the above assertion of [9] by stating clearly that the benefit ICT  
86 offers is well understood by academics but several complains on ICT competence. [8] In a

87 survey of selected higher institutions in Nigeria observed that the usage of ICT facilities was  
88 based on the affordable nature. From the study, it was observed that the institutions survey  
89 though, equipped with modern ICT facilities but its accessibility has begun to be a serious  
90 setback to the objectives of e-learning. On the same vein, they said though, the institutions  
91 could boast of their attainment in ICT compliance but many offices, classrooms, laboratories  
92 are totally blank to its access which indeed is a worrisome situation. In the submission of [11],  
93 it was clarified that time delivering of information is paramount to meeting the set goal of  
94 model development and ICT serves as a means of conveying speedy, timely and concise  
95 information. [12, 13] In separate assertions said the low level of ICT attitudinal change by  
96 both policy maker and end users in various higher institutions is worrisome. To foster rapid  
97 ICT usage, the process to attitudinal change must be addressed from grassroots. Attention  
98 should be given to training and retraining of staff so as to instill the mentality of not just the  
99 benefit of ICT but as production chain of modern development. [14] Showed that ICT plays  
100 vital role in the efficiency of educational process by way of study and teaching methodology  
101 reengineering which cut across students learning assessment and other aspects that facilitate  
102 and enhance student teachers relationship [15]. Bringing to the understanding of readers, [16]  
103 reported that ICT has found an increasing factor in its daily usage by teachers.  
104 [17] Showed that ICT facilities such as computer base programs for marking student's script  
105 could save time teachers used in marking script if adopted. This claim by [17] has seen the  
106 light of day with modern method of administering examination and marking script. The  
107 Computer Base Test (CBT) currently being conducted by Joint Admission and Matriculation  
108 Board (JAMB) and General Studies Test (GST) Computer Based Examination (CBE)  
109 conducted by Benson Idahosa University, Benin City is an attestation to the postulation of the  
110 above claim by [17]. [18] Identified the role of ICT in teacher's innovative enhancement. A  
111 research by [15] showed that on the average, teachers agreed to the fact that ICT has  
112 increased student and classroom academic performance.

### 113 114 **III. EDUCATIONAL EVOLUTION**

115 Education evolution has been a long term process in Nigeria. Prior to modern educational  
116 method or evolution, Nigeria had long found a means of ensuring transmission of knowledge  
117 from one generation to another. Though, faced with enormous barriers but several  
118 mechanisms such as observation, experience, authority and mentorship have been adopted thus  
119 far which indeed has yielded positive remarks since the era of our forefathers. This long age  
120 method of teaching is known to be the old method of teaching [19, 20]. According to [21]  
121 'Traditional Education is a direct order by teacher to students learning through memorization  
122 as well as other techniques which increases their mental ability/capacity needed for problem  
123 solving. This method develops student quest for critical thinking ability to problem solving as  
124 well as risk awareness [22]. Notwithstanding, education in Nigeria is in a transition state and  
125 knowing fully that education evolution is more of process than a method the old method has  
126 yielded to the evolutionary process of transformation which has given way to modern and  
127 technological impact in the educational institution in Nigeria [23, 24].  
128 Early education in Nigeria saw the informal education where learning was done by  
129 observation; a typical example to the informal learning is learning method used in raising  
130 children at home. This could be via authority, observation, practice etc. this method, though

131 still in use in modern education, however, so much emphasis has been placed on the formal  
132 education which to the author has attributed to the increase in social vices affecting the  
133 Nigeria as a country. Many parents have left their duties of parenting to school teachers and  
134 administrators with the idea of getting the best out of them but this is necessary not true  
135 because, no matter how good formal education can be it still would not solve the problem of  
136 informal education. Notwithstanding, this advancement in education has created better  
137 methods of teaching in all levels of education. Formal education that used to be stereotype in  
138 the late 80s and 90s has suddenly become dynamic as a result of Information and  
139 Communication Technology (ICT) introduction to all levels of education institution [25, 26].

140

#### 141 **IV. ICT AND TEACHING STAFF**

142 Naturally, Information and Communication Technology effective output is center on the task  
143 accomplishment as well as its application. It serves as a means of improving efficiency in all  
144 aspects of human endeavour not necessary academic institution only. ICT for more than a  
145 decade has become a vehicle for data transmission and storage. There are more to ICT  
146 expansion of world view; its facilities has gone beyond world expectation to more profound  
147 area such as data exchanging, teaching, distance learning, electronics learning, all round  
148 research storage, artificial intelligence etc [27, 28]. However, **in spite** of these attributed  
149 associated with ICT there are few questions and answers that have negated the speedy  
150 progress and its impact on teaching staff and these are:

##### 151 **1. Competence**

152 It is true that one can get job by way of merit and luck but in Nigeria it has been observed to  
153 be the closeness to prominent members of the society but **in spite** of this, the only thing that  
154 keeps one on the job as well as the right book of the employer is the competence nature of  
155 employee. Computer as a field could be seen as complex when not with the technical ability.  
156 However, computer as electronics machine has an embedded guidelines or procedure of  
157 usage which teaches users what to do. In this paper, we shall define competence as the extra  
158 ordinary ability to carry out an assigned duty with little or no supervision. But in case of  
159 computer competence it deals with being able to carry out divers function of computer  
160 operation and it is based on this premise that computer users as classified as followed:

- 161 i. Application Oriented User
- 162 ii. Goal Oriented User
- 163 iii. Computer Oriented User

164 These classifications centered on different types of users; while some do well with the  
165 computer applications some uses it to attain a goal base on the specific nature of the set goal  
166 but most versatile among the users is the computer oriented user which specializes in almost  
167 all aspects of the computer. Teacher competence in computer is the ability to use ICT  
168 curriculum base to not only communicate to the student but also to teach and enhance their  
169 academic capabilities via relevant research instruments [29].

170

171

##### 172 **2. Effectiveness**

173 Being competent using computer to teach student is one aspect, it is also another aspects to be  
174 effective and being competence does not translate to effectiveness. However, it is a thin line  
175 separating them. Effectiveness using ICT means the technical translation of ICT competence  
176 to timely and perfect delivering of the desire goal of ICT integration into educational  
177 curriculum. Teachers that are not effective with assigned courses will definitely have issue  
178 with using ICT to aid the knowledge to students. Directly or indirectly, teacher's  
179 effectiveness is proportional to the level of teaching quality [30].

180

### 181 **3. Experience**

182 This is one aspect of teaching that cannot be acquired through class room or certificate. To a  
183 very large extent, experience is regarded as one of the best teachers because it enables first  
184 hand information of what the nitty-gritty of the task ahead. Though, there is no collaboration  
185 of its influence in the use of ICT but it could be ascertained that teachers that have use ICT in  
186 one way or the other will likely know the impact on students compare to a teacher without  
187 ICT teaching experience. So, Teacher experience is significant and proportional to use of ICT  
188 facilities. Computer is one of the ICT facilities and any teacher in 21<sup>st</sup> that still could not use  
189 it neither have experience or what so ever because those with the experience find it easy with  
190 the integration of ICT based curriculum [31].

191

### 191 **4. Motivation**

192 Motivation is one key aspect of ICT class room or curriculum based integration that has over  
193 the years met brick wall. While many academic institutions focuses on the acquisition of ICT  
194 facilities to enhancing students capacity in learning little attention is gear towards staff  
195 motivation on the use of ICT. Research had it that many schools abide with the policy of ICT  
196 based student education but has failed in the area of staff motivation on the need to making it  
197 part of the daily teaching. No company succeed without motivation, some organization used  
198 several means such as additional incentives to encourage staff for maximum productivity. It  
199 may be argued that the use of motivation and ICT usage has no correlation. This claim might  
200 not be true base on the fact that for every task motivation is a catalyst to achieving the desire  
201 result. Teachers with ICT ability needs encouragement because it foster the zeal to continue  
202 teaching students and integrating all aspects of ICT in classroom [32].

203

## 204 **V. ANALYSIS OF SAMPLE DATA**

205 To ascertain the role of ICT in staff of Benson Idahosa University, a descriptive survey  
206 research was used. It involves a one-time observation of independent and non manipulated  
207 variable. Data collected was organized in line with standard best practices, in this research;  
208 direct survey was used to give clear information as well as answers to the role of ICT in staff  
209 productive. Furthermore, the study was narrowed down to Benson Idahosa University Staff  
210 because it is believed that the result from the survey will show the true picture of ICT role in  
211 her staff enhancement. To do this, a population of both male and female teaching staff of  
212 Benson Idahosa University was sampled. It was observed that the number of teaching staff in  
213 Benson Idahosa University is between the ranges of 300 to 400.

### 214 **a. Research Instrument**

215 This study employed questionnaire as the instrument for direct data collection and it was  
216 made up of several sections that enabled all rounds data gathering as well as vital information

217 from respondents on the role of Information and Communication Technology on teaching  
 218 staff productivity in Benson Idahosa University.

219 **b. Method of data analysis**

220 Data collected from the field was analyzed using SPSS to ascertain the frequency  
 221 distribution, mean, standard deviation. While the hypothesis was tested using T – test at a  
 222 0.05 level of significance.

223 **c. Decision Rule**

224 A mean value of 2.5 was used as the basis upon which results were accepted for the purpose  
 225 of generalization.

226 **VI. RESULTS TABULATION**

227 The presentation of results of the study was analysis using SPSS as the analysis tool.  
 228 Percentage, frequency distribution and mean which were based on the total number of  
 229 response obtained from the respondents were evaluated and tabulated accordingly. At the end  
 230 of the analysis, conclusions were drawn on the basis of the obtained data from the  
 231 respondents on the role of Information and Communication Technology on teaching staff  
 232 productivity in Benson Idahosa University.

233 **a. Research Respondents.**

234 The table below showed the analysis of data obtained through the questionnaires as well as  
 235 the distribution and retrieval of questionnaires.

236 Table 1: Number of respondents

| S/N | INSTITUTION            | NUMBER OF QUESTIONNAIRES ISSUED | NUMBER OF QUESTIONNAIRES RETRIEVED |
|-----|------------------------|---------------------------------|------------------------------------|
|     | Male Academic staffs   | 100                             | 100                                |
|     | Female academic staffs | 100                             | 100                                |
|     | <b>Total</b>           | <b>200</b>                      | <b>200</b>                         |

237  
 238 Table 1 showed that 100% response rate was obtained from the respondents. What this means  
 239 is that the total number of questionnaires distributed as indicated in Table 1 were completed  
 240 and returned.

241 **b. Research Question 1:**

242 The section focused on extent of ICT role in Benson Idahosa University (BIU) with one to six  
 243 sub questions. The answers obtained were analyzed using the mean, and standard deviation  
 244 benchmark set in the decision rule above

245 Table 2: Extent of ICT role on Staff of BIU

| S/N | ITEMS STATEMENT                           | $\bar{x}$ | SD   | REMARK   |
|-----|---|-----------|------|----------|
| 1.  | BIU academic staff are compliant with ICT | 2.47      | 1.06 | Disagree |

|    |   |      |      |          |
|----|---|------|------|----------|
| 2. | BIU academic staff are efficient with the use of ICT            | 2.39 | 1.05 | Disagree |
| 3. | BIU academic staff are resourceful with the use of ICT          | 3.90 | 1.44 | Agree    |
| 4. | ICT is used on a regular basis by the academic staff of BIU     | 2.47 | 1.20 | Disagree |
| 5. | BIU teaching staff are computer literates                       | 2.41 | 1.05 | Disagree |
| 6. | BIU academic staff have access to computer and other ICT Device | 2.30 | 0.94 | Disagree |

246 **Key: Mean  $\bar{x}$ , Standard Deviation (SD)**

247 As indicated in Table 2 it showed that item 3 is the only area the staff agreed following the  
 248 2.5 benchmark. From the Table 2 it could be said that Benson Idahosa University (BIU) has  
 249 failed to comply fully with the educational policy of ICT integration into classroom activities.

250 **c. Research Question 3:**

251 Question sort to know how the use of ICT affect Benson Idahosa University Staff  
 252 productivity. The collected answers span through items seven to fifteen and were analyzed as  
 253 stated in Table 3 below.

254 Table 3: ICT effect on Staff Productivity

| S/N | ITEMS STATEMENT  | $\bar{x}$ | SD   | REMARK   |
|-----|--|-----------|------|----------|
| 7   | BIU academic staff are competent with the use of ICT                                       | 2.37      | 0.93 | Disagree |
| 8   | BIU have adequate qualified ICT teaching staff   | 2.47      | 1.06 | Disagree |
| 9   | BIU ICT laboratory is not up to standard   | 2.45      | 1.07 | Disagree |
| 10  | BIU ICT laboratory are up to date  | 3.15      | 1.09 | Agree    |
| 11  | The use of ICT has affected academic staff productivity                                    | 2.41      | 1.05 | Disagree |
| 12  | The quality of ICT facility has positively affected the standard of teaching and learning. | 2.43      | 1.22 | Agree    |
| 13  | BIU academic staff are passionate with the use of ICT                                      | 2.49      | 0.93 | Disagree |
| 14  | BIU academic staff evaluate the teaching and learning of ICT                               | 2.38      | 1.06 | Disagree |
| 15  | BIU teaching staff perform poorly in the teaching-learning of ICT                          | 3.47      | 1.14 | Agree    |

255 **Key: Mean  $\bar{x}$  Standard Deviation (SD)**

256 As indicated in Table 3, majority disagree with the statement in the item description on how  
 257 the use of ICT in Benson Idahosa University affects staff productivity. This indeed is not  
 258 good for a modern education because at the receiving end are the students.

259 **d. Research Question 4:**

260 This section aimed at knowing the impact of ICT on teaching staff productivity at Benson  
 261 Idahosa University and the data collected from items sixteen to twenty three were  
 262 harmoniously analyzed as showed in Table 4.

Table 4: Impact of ICT on Staff Teaching ability

| S/N | ITEMS STATEMENT   | $\bar{x}$ | SD   | REMARK   |
|-----|---|-----------|------|----------|
| 16  | Are steps being taken by BIU teaching staff to ensure effective use of ICT in teaching-learning | 2.45      | 1.07 | Agree    |
| 17. | The use of inefficient ICT academic staff affects the teaching-learning productivity            | 2.37      | 0.93 | Disagree |
| 18. | ICT enhance curriculum content and teaching methods of teacher                                  | 2.47      | 1.20 | Agree    |
| 19. | BIU staff are motivated with a good teaching condition  | 2.41      | 1.05 | Agree    |
| 20. | BIU staff enjoy good conducive teaching-learning environment                                    | 2.42      | 0.92 | Disagree |
| 21. | BIU staff poor attitude towards ICT affects teaching-learning productivity                      | 2.33      | 0.97 | Disagree |
|     | Lack of funding affects the impact of ICT productivity in teaching-learning process             | 3.71      | 1.33 | Agree    |
| 22. | BIU staff do not participant in ICT training  | 3.53      | 1.17 | Agree    |
| 23. | Steps are been taken by BIU teaching staff to ensure effective use of ICT in teaching-learning  |           |      |          |

264 **Key: Mean  $\bar{x}$ , Standard Deviation (SD)**

265 It was observed from Table 4 that staff agreed with the findings of Table 3 which is ICT  
 266 effect on staff teaching ability because majority agreed that there is a serious impact on staff  
 267 teaching ability at Benson Idahosa University.

268 **e. Research Question 5:**

269 Staff motivation is a factor in any establishments and this section examined the extent of ICT  
 270 on staff productivity advancement and motivation at Benson Idahosa University? The section  
 271 examined 24 to 37 items and analyzed them as indicated in Table 5.

272 Table 5 indicated that a large number of respondents agreed with the statements in the item  
 273 description on the extent of advancement and motivation of the use of Information and  
 274 Communication Technology on teaching staff productivity at Benson Idahosa University.

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277

278

279 Table 5: ICT motivation of staff productivity

| S/N | ITEMS STATEMENT  | $\bar{x}$ | SD   | REMARK   |
|-----|--|-----------|------|----------|
| 24. | BIU environment encourage ICT compliance of all academic staff | 2.30      | 0.94 | Disagree |



|     |   |      |      |                |
|-----|---|------|------|----------------|
| 25. | BIU academic staff are professionals in the use of ICT              | 2.41 | 0.92 | Disagree       |
| 26. | BIU teaching staff seldomly use the ICT facility available          | 4.00 | 1.50 | Strongly Agree |
| 27. | BIU teaching staff are not motivated with the use of ICT teacher    | 3.96 | 1.49 | Agree          |
| 28. | BIU academic staff find the use of ICT very complicated             | 3.01 | 1.09 | Agree          |
| 29. | The age of some academic staff is a challenge in the use of ICT     | 2.32 | 1.06 | Disagree       |
| 30. | BIU academic staff are consistent with the use of ICT               | 2.86 | 1.00 | Agree          |
| 31. | BIU academic staff are skillful with the use of ICT                 | 2.62 | 1.20 | Agree          |
| 32. | There are ICT facilities for lecturers in the office                | 2.01 | 1.04 | Disagree       |
| 33. | BIU ICT facility is available for teaching staff                    | 2.12 | 1.05 | Disagree       |
| 34. | BIU has ICT laboratory  | 2.50 | 1.24 | Agree          |
| 35. | BIU has very good ICT facility                                      | 2.47 | 1.06 | Disagree       |
| 36. | BIU academic staff makes use of ICT in advancing academic activity. | 2.39 | 1.05 | Disagree       |
| 37. | BIU academic staff find the use of ICT effective in research.       | 3.19 | 1.11 | Agree          |

280 Key: Mean  $\bar{x}$ , Standard Deviation (SD)

## 281 VII. CONCLUSION AND RECOMMENDATIONS

282 Sensing the benefits of ICT in modern education and its role in societal development this  
 283 paper therefore has demonstrated the role of ICT on teaching staff productivity at Benson  
 284 Idahosa University to a certain degree which is in line with the above findings. As shown  
 285 above, ICT role on teaching staff productivity could be seen from the centered value of the  
 286 mean index of 2.66. The mean index showed clearly the agreement when placed side by side  
 287 with 2.5 mean value benchmark set above. On the basis of the results obtained it therefore  
 288 imperative to know that irrespective of educational level, ICT is an essential tool in modern  
 289 education because it fosters staff productivity. In addition, this work identified that the  
 290 elements showed in Section 4 of this paper (ICT and Teaching Staff) such as motivation,  
 291 competence, efficiency and experience have direct link to the use of ICT in enhancing  
 292 teaching staff productivity. The lack of concentration on the staff ability to use ICT by school  
 293 owners and administrators has largely translated to the drawback of ICT on teaching staff  
 294 productivity. This is in line with the theory of [33] which stated that Readiness to learn is  
 295 dependent upon maturity and experiences. In another work by [34], it is understood that  
 296 learning environments require staff to use their prior knowledge and experience to formulate  
 297 new and adaptive concepts in learning.

298  
 299 From the responses as tabulated in Table 4, item 23 showed distinctively serious efforts being  
 300 made to integrate ICT into the process of academic activities. Consequently, it is empirically  
 301 and profoundly cleared that the role of ICT affects teaching staff productivity at Benson  
 302 Idahosa University. This is corroborated by [35] in a work titled "Which Factors Obstruct or

303 Stimulate Teacher Educators to Use ICT innovatively” and Knowing fully the associated role  
304 ICT plays in enhancing the development of the educational institution it is therefore  
305 necessary to conclude that Information and Communication Technology in Benson Idahosa  
306 University must be given critical attention for productive teaching and learning as well as  
307 enriching the effectiveness of staff productivity.

308 Based on the forgoing, the following recommendations are made:

- 309 1. From the study it is empirically cleared that there are some levels of ICT facilities in  
310 Benson Idahosa University but its full integration across Faculties and Departmental  
311 teaching staff has been worrisome and it is on this premise that this work recommends  
312 that full integration of ICT into curriculum based teaching by teaching staff is highly  
313 imperative to enhancing the teaching process of staff productivity.
- 314 2. The survey though, gave the blueprint to the ICT skillful nature of teaching staff but  
315 area such as motivation as well as the principle of best practices has eluded the school  
316 teaching staff in recent times and effort should be made to create and instill in  
317 teaching staff the value of retraining because it is believed that this will go a long way  
318 to improving teaching staff productivity at work.

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