Barriers to Teachers' Use of Technology in Nigeria and Its Implications in the Academic Performance of Students of Higher Learning: A Case Study of Adeniran Ogunsanya College of Education, Lagos

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Abstract : The role of the teacher in stirring a qualitative and distinctive knowledge-driven and value-laden environment with modern teaching practices cannot be over accentuated. In spite of the myriad advantages the use of Information and Communication Technology (ICT) promises, many teachers are still at the rear of this archetypical transition. These teachers; notable forces needed to elicit positive academic performances of students of higher learning are ill-equipped for the task. In view of this, the research work sought to assess how teachers have been able to effectively apply ICT tools to improve students' academic performance in the higher institution and to evaluate the challenges faced by teachers in using these tools. Thus, the research adopted descriptive survey research design and involved a sample of 25 lecturers from five schools in the study area: Aderiran Ogunsanya College of Education (AOCOED). The barrier to Teachers' Use of ICT Questionnaire (BTUICTQ) was used to gather data from these respondents. The data gathered was tested with chi-square at 0.05 level of significance. The results revealed that the perception and attitude of teachers towards the use of ICT is not favourable. It was also discovered that teachers suffer from gaps in ICT knowledge and skills. Finally, the research showed that lack of training and inadequate support is a major challenge teacher contend with. The study recommended that teachers should be given adequate training and support and that teachers' unrestricted access to ICT gadgets should be ensured by schools.
Keywords : ICT, teachers, AOCOED, academic performance