

**EFFECTS OF INNOVATIVE STRATEGIES ON TERTIARY INSTITUTION LECTURERS'
PERFORMANCE IN EDO STATE, NIGERIA.**

BY

**IGHALO, BLESSING NGOZI (MRS.)
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND FOUNDATIONS, SCHOOL OF
EDUCATION,
COLLEGE OF EDUCATION IGUEBEN,
EDO STATE, NIGERIA
G.S.M: 08163977132
E-Mail: anthonyoyas@gmail.com**

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INTRODUCTION

Education provides the backdrop against which development acquires its meaning. Onwumere (2006) defined education as the springboard for socio-political, economic and cultural development that enhances the production of skilled manpower for national development.

Teachers perform the role of converting human resources to human capital needed for the development of the society. Hence Ejiogu (1997) said that Britain and Japan placed high premium on their education programme in recognition of the relationship that exist between teachers and national development.

Higher Education Objectives in Nigeria

According to FRN (2004), the goals of tertiary education are;

- (1) Contribute to national development through high level manpower training.
- (2) Develop and inculcate proper values for the survival of the individual and the society.
- (3) Develop the intellectual capability of individuals to understand and appreciate their local and external environment.
- (4) Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful member of the society.
- (5) Promote and encourage scholarship and community services.
- (6) Forge and cement national unity.
- (7) Promote national and international understanding and interaction.

Today in Nigeria, there is serious unemployment because graduates of universities, polytechnics and college of education failed to acquire skills for functional living.

Most graduates from tertiary institutions have failed to acquire necessary skills for self-reliance. Ogansola (2009) reports that the situation of unemployment is, indeed, alarming, several thousands of employable youths are roaming about the streets.

- **ICT AND ENTREPRENEURSHIP IN TERTIARY INSTITUTION**

The development of any nations depends very much on the advancement and application of science and technology. The role of science in the development of modern societies is not in dispute. Based on this, in 2004, Nigeria realized that she would need to increasingly globalize education in two key areas, namely ICT and Entrepreneurship.

Consequently, the government directed all institutions in Nigeria to introduce the study of Entrepreneurship as a compulsory course for all students, with effect from 2007/2008 session (Boroffice 2008). The importance of this laudable project world cannot be over emphasizes hence Lukman and Oviaire (2010) revealed that entrepreneurship and ICT skills have been acknowledge worldwide as a potent and viable tools for self employment, job and wealth creation.

ICT: INFORMATION AND COMMUNICATION TECHNOLOGY

ICT is a modern communication device made up of technologies and their applications.

French (1996) as quoted by Uwabueze and Ozioko (2011) defined ICT as a broad based technology (including its methods, management and application) that supports the creation, storage, manipulation and communication of information.

ICT is used in education for teaching and learning.

The influences that ICT can have in teaching methods depend on the knowledge and skills of teachers and students and the implementation of ICT.

CHALLENGES CONFRONTING THE APPLICATION OF ICT.

- Limited ICT infrastructures
- lack of information
- poor or non-existent of internet connectivity.
- Inadequate learning resources.
- Prohibited cost of ICT maintenance.
- Lack of technical support as well as poor power supply.

ENTREPRENUERSHIP EDUCATION IN NIGERIA

Okuratko (2013) described entrepreneurship as Education that embraced skills building programmes in creative thinking, product development and marketing negotiation, leadership training and wealth generation.

It aims at giving training and imparting necessary skills to individuals to be self-reliant.

OBJECTIVES OF ENTREPRENEURSHIP EDUCATION

- * Offer functional education for the youths to enable them self employed.
- * Provide young graduates adequate training so as to be creative.
- * To serve as a catalyst for economic growth and employment generation and reduce rural-urban migration.
- * To create smooth transition from traditional to a modern industrial economy.

INNOVATIVE STRATEGIES AND TERTIARY INSTITUTION LECTURERS.

For the lofty objectives of Entrepreneurship Education and ICT to be achieved in Nigeria, lecturers were trained to acquire necessary skills in ICT and entrepreneurship.

Seminars and workshops were organized by different bodies to update lecturers skills in ICTs and entrepreneurship.

NCCE, NUC, TETE, Digital Bridge Institute organized conferences and workshops through out the federation for lecturers.

Despite all these, the output of our higher institutions are not self-reliant and there is still serious unemployment.

STATEMENT OF PROBLEM

A lot of factors have been identified to affect the teaching and learning in higher education in Nigeria. These factors are group under the facilities, teaching methods, finance and school environment. Prominent among the facilities are the ICT and Entrepreneurial materials in the teaching and learning in higher institution. So, this work specifically investigates the effects of ICT and Entrepreneurship education on lecturers performance in higher institutions in Nigeria.

RESEARCH QUESTIONS

The following research questions guide the study:

- (1) Do introduction of ICT and Entrepreneurship improve lecturers performance in teaching and learning?
- (2) Do lecturers acquires skills in entrepreneurship and ICT to make their graduate self-reliant?
- (3) Is there proper implementation of ICT and entrepreneurship education in higher institution?
- (4) Do lecturers additional qualifications in ICT and entrepreneurship improves their performance in teaching and learning?

HYPOTHESES

The following hypotheses were formulated and tested adequately.

- Ho₁ There is no significant relationship between introduction of ICT and Entrepreneurship and lecturer's performance in teaching and learning.
- Ho₂ There is no significant relationship between the introduction of ICT and entrepreneurship and lecturers performance in creation of job for self-reliance.
- Ho₃ There is no significant relationship between lecturers additional qualifications in ICT and entrepreneurship education and their performance in teaching and learning.

METHODOLOGY

Data were collected from both primary and secondary sources. The work relied more on primary data. The primary data were collected through the use of questionnaires. To ensure the validity and reliability of data collected, the questionnaires were simple and easy to understand.

COLLECTION OF DATA

The questionnaires were distributed to the subjects (lecturers) by the researcher and two research assistants were involved in the distribution of the questionnaire to one hundred and twenty (120) lecturers. The questionnaires were collected after two weeks and all were returned and filled.

ANALYSIS OF DATA

Both the research questions and the hypothesis were analyzed based on the objectives of the research.

Firstly, the research questions were answered using tables and simple percentage. Then statistical test known as z-test was used to test the hypothesis stated in the research. The z-test is appropriate here because the sample size is large and there is normality in the population. Also the z-test was quite appropriate because the population parameter were know and also not difficult to obtain.

TESTING THE HYPOTHESIS

- (1) Hypothesis one, states there is no significant relationship between the introduction of ICT and lecturer performance in teaching and learning. When this was tested, the result shows that there is strong relationship between lecturers performance and the introduction of ICT and entrepreneurship education in higher institutions in Nigeria.
- (2) There is no significant relationship between the introduction of entrepreneurships and ICT and creation of Job for self-reliance . The result shows that there is no strong relationship between the introduction of ICT and entrepreneurship and Job creation.
- (3) There is no significant relationship between lecturers additional qualifications and introduction of ICT and entrepreneurship and their performance in teaching and learning. The results also shows that there is no strong relationship between additional qualifications of the lecturers and the introduction of ICT and entrepreneurship and their performance on the Job.

FINDINGS

Hypothesis one, revealed that the introduction of ICT and entrepreneurship education have improve lecturers performance in teaching and learning. It shows that there is a steady impact of ICT and entrepreneurship education on lecturers performance.

Hypothesis two shows that the introduction of ICT and entrepreneurship have not help in the creation of Jobs. Even though there is improvement in teaching and learning, but this has not been translated into Job creation.

Hypothesis three, also revealed that additional qualification in ICT and entrepreneurship do not affect lecturers performance in teaching and learning. This may be due to lack of funds and insufficient facilities for proper implementation of ICT/entrepreneurship courses in our institutions.

CONCLUSION/RECOMMENDATIONS

The introduction of ICT and entrepreneurship education in tertiary institutions in Nigeria as a way forward for self employment is a worthwhile innovation. The innovative strategies are making gradual impacts on lecturer performances. The federal Government should appreciate and encourage all stakeholders through provisions of adequate facilities for proper implementation.

Therefore the following recommendations are made for this laudable projects;

- (a) Enabling environment should be made for the training both for ICT and entrepreneurship courses in our institutions.
- (b) Adequate funds should be made available for this project.
- (c) Each institution should have well equipped centers for the training and maintenance of ICT and entrepreneurship personnel and facilities.
- (d) Entrepreneurship and ICT programmes should be adequately monitored so that they would be result oriented.