ASSESSMENT OF ICT COMPETENCY LEVEL OF ECONOMIC TEACHER FOR EFFECTIVE TEACHING AND LEARNING IN KWARA STATE SENIOR SECONDARY SCHOOL

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CERTIFICATION

This is to certify that this research project was carried out by ADEDOYIN Bukola Titilayo with Matric Number EKSU/IL/R4/20/0079. In the Department of Economics, Faculty of Education, Ekiti State University of Ado-Ekiti, Nigeria.

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DEDICATION

This project is dedicated to the Almighty God for his goodness and favour over my life. Also dedicated to my mum and my siblings for their support and to my supervisor for his support and guidance.

ACKNOWLEDGEMENTS

My sincere gratitude goes to Almighty God for making my project a successful one, I am using this medium to thank my mum and my siblings for there sincere support, may God bless them.

Also I want to thank my able supervisor Mr. Dauda Abdulrasheed for his support.

ABSTRACT

This study evaluates the ICT competency levels of economics teachers in Kwara State senior secondary schools to identify areas for improvement and enhance effective teaching and learning. A mixed-methods approach was used, surveying 200 teachers and interviewing 20 teachers and administrators. The results show moderate ICT competency, with variations in computer literacy, online resources utilization, and technology integration. Challenges include inadequate training, insufficient infrastructure, and lack of policy support. Recommendations include context-specific teacher training, infrastructure investment, and policy reforms to promote ICT integration. This study aims to improve teaching and learning outcomes in Kwara State senior secondary schools.

The advent of technology has revolutionized the education sector, necessitating teachers to possess adequate ICT competencies to enhance teaching and learning. This study investigates the ICT competency levels of economics teachers in Kwara State senior secondary schools, with the aim of identifying areas of strength and weakness, and providing insights for improving teacher training and educational outcomes.

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CHAPTER ONE

INTRODUCTION

Background to the Study

Globalization and the incorporation of Information and Communication Technology (ICT) in all spheres of life have created a society which is motivated by knowledge and driven by technology. In recognition of the potentials of ICT, Zurich (2013) observed that Information and Communication Technology (ICT) made teachers' work more sustainable: saving energy and materials resources by creating more value from less physical input, increasing quality of life people without compromising the future generation ability to meet their needs. It is the range of technologies that are applied in the process of collecting, storing, editing, retrieving, and transfer of information in various forms (Olakulehin, 2007). The potentials and role of ICT as a tool for contributing to development is limitless and well established. It is believed that ICT supports the neural system of complex society and can benefit various fields of development (Abobakar, 2010).

Information and Communication Technology (ICT) refers to technological tools and resources which are employed to communicate, create, disseminate and manage information (Nordin, Hamzah, Yunus & Embi, 2010). ICT is a computer based tools used by people to work with information and communication processing needs of an organization (Yusuf & Balogun, 2011). ICT is often perceived as a catalyst for change, change in teaching styles, and change in learning approaches and in access to information (Watson, 2005). The Federal Ministry of Education, (2010) defined ICT as encompassing all equipment and tools (inclusive of traditional technologies of radio, video, and television to the newer technologies of computers, hardware, firm-ware and others as well as the methods, practices, processes, procedures, concepts, and principles that come into play in the conduct of the ICT activities).

Ayannuga (2009) defined ICT as the marriage that exist between computer system and communication which can be described as the use of computer based technology and internet to make information and communication services available to a greater number of users. Uwabueze & Ozioko (2011) defined information and communication technology as a

set of tools that helps you work with information and perform tasks related to information process. ICT has improved the value of education by providing access to a great variety of educational resources and by enabling participatory pedagogies. It also improves the management of education through more efficient administrative processes, including human resource management, monitoring and evaluation, and resource sharing (Unwin, 2004).

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2013) stated that ICT can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development, efficient manage ICT as a tool of development affects every aspect of human activities because ICT is concerned wiment, governance and administration.

Adebayo (2008) asserted that the purposes of teaching in education process is considered vital especially when we consider teaching and learning process as the acquisition of knowledge and skills by individuals to enable him become worthwhile member of the society. Jegede (2008) opined that ICT is now recognized as an crucial ingredient for producing 21st century

learning environment but Lau & Sim (2008) reported that despite the specious benefits of the use of ICT for educational purpose, studies showed that in many cases, the learning potential of ICT is deprived as many teachers are still not fully ICT literate. Modern developments in innovative technologies have provided new possibilities to teaching professions, but at the same time have placed more demands on teachers to learn how to use these new technologies in their teaching (Robinson & Latchem, 2003).

ICT for educational purpose will enable students and teachers to build new educational environment by using tools that are not only process information but also allow the learner to investigate, manipulate, test and extend knowledge (Njoku, 2011). Economics was structured to assist learners to know the difference between economy growth and development of the nation. It is one of the core subjects to be offered by all students as stated in the curriculum for Senior secondary Schools in Nigeria.

Economics remain one of the compulsory or group of subjects expected to be studied at the senior secondary school (SSS) level under the new National Policy on Education (Nwachuku & Ayodele, 2001).

In Nigeria system of education, the subject of economics was introduced in 1966 as an elective subject in senior secondary schools. At the earlier stage of It introduction, this subject is not considered as an important subject by the students as well as teachers. Ever since economics was first taken as a school subject in the West African school Certificate Examination in 1967, the number of school that teach it, and the number of the candidates that offer it as school candidates in West African school Certificate Examination have witnessed a phenomenal increase (Yusuf,2004). This subject is expected to sharpen the appetite of learners on how people achieve their wants, how man interacts with people in the process of buying and selling as the definition implies. The teaching of economics in Nigeria schools needs to be properly handled because the subject exposed the students to diverse field in the area of social sciences such as financial accounting, business and finance, public finance among others.

Competency is the capability to apply or use a set of related knowledge, skills, and abilities required to successfully perform critical work functions or tasks in a defined work setting (Dave, Krathwohl & Masia, 2010). Competency serves as the basis for skill standards that specify the

level of knowledge, skills, and abilities required for success in the workplace as well as potential measurement criteria for assessing competency attainment (Dave, Krathwohl & Masia 2010). Competency is a set of attributes covering knowledge, skills and attitudes for enabling one to effectively perform the activities of a given occupation or function to the standards expected in employment (Majumdar, 2005).

Yusuf (2005) asserted that teachers' competency is of concern when new subjects or media are integrated into the school system. This is because teachers' capability and competence will form the root of their ability to implement the innovation in schools. UNESCO (2005) defines competency as a set of qualities covering knowledge, abilities and attitudes for aiding one to effectively achieve the activities of a given career or function to the morals anticipated in employment. The idea of competence with regard to the assessing of ICT in education is broader than the technical skills needed to use ICT. The type of ICT competence needed by teachers is a collection of knowledge, skills and attitudes that are inseparably bound up with the framework and pedagogy. Competence needs to be entrenched in teacher practices. A number of countries have established national or regional ICT

competency ethics including Australia, Canada, Peoples' Republic of China, India, New Zealand, United Kingdom and the United States. Competency ethics, therefore, are often closely tied to local ethics for students, so that expected student outcome in a particular field of study implies a set of competencies with ICT that their teachers should possess (UNESCO, 2005).

Gender differences in the use of ICT observed between male and female also reflect in the use of computer technology. For example, Enochsson (2005) has shown that the socio – cultural background of gender still leaves women with more computer anxiety and feelings of lower self–efficiency. In line with these findings, Tella and Mutulu (2008) noted that one of the recurring themes in underutilization of ICT is the lack of relevant competences with females often cited as more affected than males. Research studies showed that male teachers used more ICT in their teaching and learning processes than their female colleagues (Kay, 2006; Wozney et al., 2006). Markauskaite (2006), examined gender differences in self-reported ICT experience and ICT literacy among first year graduate trainee teachers. The study revealed significant differences between males and females in

technical ICT capabilities, and situational and longitudinal sustainability. Males' scores were higher.

Teacher qualification and inadequate skills in conveying instructions with the use of community resources are among factors affecting performance of students in economics. Adetayo (2008) observed that teachers' use of available instructional or laboratory equipment depend significantly on their qualifications. Chima (2007) reported in his finding that Inadequate qualified number of teacher's remains a factor influencing the academic performance of students. Idowu (2006) also stated that inadequate provision of qualified teachers affects students' performance. A consensus opinion of educationists has it that for any teacher to function effectively, teacher preparation is of paramount importance (Olele & Ozuru, 2007; Alonge, 2008). Educational preparation of a teacher, according to Okonkwo & Okonkwo (2008) deal with the training of teachers to enable them acquire knowledge, skills and competencies in order to practice effectively as certified and professional teachers. The Federal Government of Nigeria recognizes the role being played by ICT in education and also acknowledges the problems hindering its effective use in education as the

Nigerian Minister of Education stated that the present state of ICT in education must be remedied (Rufa'I, 2013).

Statement of the Problem

The integration of ICT in education is recognized as a key driver of educational reform and innovation. However, despite global efforts to promote ICT integration in schools, there remains a significant gap between the potential benefits of ICT and its actual implementation in teaching and learning economics. In Kwara State senior secondary schools, this gap is particularly evident in the field of economics education. Economics, as a subject, requires dynamic teaching methodologies that go beyond traditional lectures and textbooks. The use of ICT tools and resources can enrich economics instruction by providing interactive simulations, access to real-time data, and opportunities for collaborative learning. Yet, many economics teachers in Kwara State face challenges in effectively integrating ICT into their teaching practices.

One of the primary challenges is the lack of adequate ICT infrastructure and resources in schools. Many schools in Kwara State struggle with limited access to computers, internet connectivity, and

educational software, hindering teachers' ability to incorporate ICT into their lessons. Additionally, even when ICT resources are available, teachers may lack the necessary training and support to use them effectively. Without adequate professional development opportunities, teachers may feel ill-equipped to navigate and leverage ICT tools for instructional purposes.

Purpose of the Study

The general purpose of this study is to find out the ICT competency level of economics Teacher in kwara Metropolis senior secondary schools. This study therefore attempts to:

i. Ascertain the needed ICT skills required of economics teachers to enhance effective teaching and learning.
ii. Determine the level of ICT use in effective teaching of economics Research.
iii. Examine the level of ICT competence of economics teachers.

Research Questions

In line with the research purposes, the following research questions is answered in this study.

i. What are the needed ICT skills required of economics teachers?

ii. What is the level of ICT competence in teaching of economics?

iii. What is the level of competence in economics teachers' use of ICT?

Research Hypotheses

Based on the research questions, the following hypotheses were tested.

Ho_1: There is no significant difference between male and female economics teacher's competence in the use of ICT.

$H0_2$: There is no significance difference in the use of ICT by economics teacher's based on qualification.

Scope of the Study

This research is limited to the assessing of ICT competency level of economics teachers in selected senior secondary schools in kwara

Metropolis. A descriptive research survey method is used for the study and information is collected through the use of questionnaire. Random sampling technique is used to select 100 private and public senior secondary school teachers of economics in kwara Metropolis.

and so on.

Significance of the Study

The need to be literate and competent in the assessing the use of ICT in teaching and learning for easy communication and dissemination of information is a necessity in educational system of Nigeria. The significance of the study is centered on the students, teachers, educational policy makers, government and other researchers in the following ways.

Outcome of this study would help students in Nigerian secondary schools to develop interest ICT literacy as well advance their proficiency level in using ICT tools. It should also be of great benefit to teachers to fully integrate ICT in the teaching. It would also help educational policy makers to recommend through the Nigerian Education Research and Development Commission (NERDC), Nigerian Union of Teachers (NUT) to create policy

that teachers are adequately equipped with the basic ICT skills that will keep them abreast in the rapidly changing world of technology. This study could also help government to make provisions for the necessary and needed facilities to foster ICT literacy and competency.

In addition, it may help in the development of specialized software and other educational programmes that could be used to simplify teaching and research. This study is also expected to help researchers for further investigation on ICT literacy needs and competency of in-service teachers.

Operational definition of Terms and Variables

The following terms are defined as used in this study.

Competency: is the proficiency level a person has in a special skill or field of practice. In this study, it deals with how economics teachers' level of ability to perform basic computer operations, use of generic software and integration.

Economics: is a compulsory subject undertaking by senior secondary students.

Information and Communication Technology: is technology that enhances gathering, processing, dissemination, storage, and retrieval of information. Such technologies include telephone, computers, projectors, television, and computer networks and so on.

ICT Needs: are the basic ICT skills and facilities required of a economics teachers.

ICT Competency: is the ability to use technological tools or equipments and resources needed by economics teachers.

Learning: is the receiving and acquiring knowledge from a teacher.

Teacher: A person who teaches economics in senior secondary school.

Qualification: academic achievement of a teacher that is, OND, NCE, B.Ed.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Relevant literatures related to the study are reviewed in the following sub-headings:

- Concept of economics.
- Concept of ICT and its Relevance to Education.
- ICT Competency of Teachers in Nigeria.
- Teachers' Gender and the Use of ICT.
- Teachers' Qualification and the Level of ICT use.
- Challenges of ICT in Education.
- Appraisal of the Reviewed Literature.

Concept of Economics

Economics as a subject as no specific definition. It has been defines in many ways by various Economist. It is defined as a social science which studies human being and their behavior. Some of the definitions given by some of the experts in the subject include the following.

Alfred marshal defines economics as “A study of making in the ordinary business of life.”

Adam Smith saw it as “An inquiry into the nature and causes of wealth of nations.

John Start Mill viewed it as “The practical science of production and distribution of wealth.

H.J Davenport looked at economics as the science that treats phenomenon from the stand point of price.

The most generally accepted definition of Economics is the one put forward by professor (Lord) Lionel C. Robbins. He defines Economics as “The science of which studies human behavior as a relationship between ends and scare means which have alternative uses. The definition is all embracing because it covers some major aspects of Economics concept such as scarcity, want, human behavior and choice. The end in the definition refers to human wants, desires or needs. Human want are numerous or many relative to available resources required to satisfy them. The Scare means refers to the numerous human wants.

In other word, the resource required to satisfy human wants which are referred to as the ’means’ are scare or not many relative to their demand. The alternative uses in the definition means that these scare resources can be used for different purpose. In other words, the more pressing needs to be satisfied first leaving others that are less important.

Economics belongs to a group of subjects called social sciences. Other social science subjects include sociology, geography, psychology, government, political science, religion studies, anthropology and philosophy e. c. t. Social science deal with various aspects of human behavior. Economics is also concerned with human behavior. Such as how people achieve their wants. Man interacts with people in the process of buying and selling. Economics as a social science subject is also concerned with the study of firm or companies and the government which responsible for the provision of goods and services for its people in order to satisfy their wants. Even though, economics is often regarded as a science subject, it does not assume the same level of precision and accuracy as any of the natural or pure or physical science like chemistry, Physics, biology. This is because

economics deal with human behavior which is very complex and changes from time to time depending on circumstances.

Concept ICT and Relevance to Education

Information and Communication Technology is technology that supports activities information. Such include gathering, processing, storing and presenting data (Gokhe, 2015). ICT refers to the range of technologies that are applied in the process of collecting, storing, editing, retrieving, and transfer of information in various forms (Olakulehin, 2007). The Federal Ministry of Education, Nigeria (2010) defined ICT as encompassing all equipment and tools (inclusive of traditional technologies of radio, video, and television to the newer technologies of computers, hardware, firm-ware, etc.), as well as the systems, practices, concepts, and principles that come into play in the conduct of the information and communication activities.

Information and Communication Technologies includes hardware and software such as radio, television, motion picture, projector, camcorders and emerging hardware and software like computers, net books, mobile phones, MPS, e-book readers, personal digital assistances, interactive white board, e-mail, video conferencing (Yusuf, 2011).

The importance of ICT in the development of any nation both socially, politically and educationally cannot be overemphasized. In recognition of the potentials of ICT, Zurich (2013) observed that ICT made our work more sustainable: saving energy and materials resources by creating more value from less physical input, increasing quality of life forever more people without compromising the future generation ability to meet their needs. Gusen & Olarinoye (2007) posited that ICT in education is critical to administrative, societal and cultural empowerment. In education, ICT possess the potentials of remodeling pedagogical methods, Increase access to quality education as well as refine the management of education systems.

Kmitta & Davis (2004) stated that ICT has had tremendous impact on the school system and has also stimulated more constructivist approaches to teaching, enhanced overall student drive to learn, to stay and perform better in school, and it has drastically improved teachers' professional development through persistent update of their knowledge on the modern technologies, and the latest use of computers in content areas. They further posited that it has been valuable as tools in ensuring a benign school environment as

improved communication is enabled among parents, teachers, students, and administrators.

The field of education is affected by ICTs, which have undoubtedly affected teaching and research (Yusuf, 2005). As a result of this, developed nations have incorporated ICT into their educational system. Adomi & Kpangban (2010) perceived that there are advances in the Nigerian education sector which shows some level of ICT application in secondary schools in Nigeria. They traced the adoption of computer education in secondary schools to 1988, when Nigeria government ratified a policy on computer education. The Federal Government of Nigeria in the National Policy on education 2004 recognizes the prominent role of ICTs in the modern world and has integrated ICTs into education in Nigeria (Adomi & Kpangban, 2010).

The idea that teaching and learning can successfully be materialized through the application of electronic communication gadgets between teachers and students is one which had spawned, at times, optimism and dismay and at other times, excitement and fright. Hope that many more learners can be reached at a more convenient pace that had erstwhile been

the case, dismay that the infrastructures necessary for deploying an effective ICT platform is lacking in low-income countries like Nigeria (Olakulehin, 2007).

However, the use of information and communication technologies in the education practice has been divided into two broad classes: ICTs for Education and ICTs in Education. ICTs for education connote the development of ICT specifically for teaching/learning purposes, while the ICTs in Education involves the adoption of general components of ICT in the teaching learning process (Olakulehin, 2007). UNESCO (2004), in their classification divided the utilization of computers and other communication technologies in education into three broad classes. These are: Pedagogy, Training and Continuing Education. The pedagogical application of the ICTs is concerned basically with the more operational learning and with the support of the various components of ICTs. Almost all subjects ranging from mathematics (the most structured) to music (the least structured) can be learnt with the aid of computers.

Lakeland (2007) emphasized that pedagogic application of ICTs, involves effective learning with the aid of computers and other information

technologies, serving the purpose of learning aids, which plays complementary roles in teaching/learning situations, rather than supplements to the teacher/instructor/facilitator. Adako (2006) opined that if Nigeria must catch up with other developing countries at a very reasonable pace, the nation builders (teachers) must be abreast of all new development around the world more so that the world is now seen as a global village.

ICT Competency of Teachers in Nigeria

ICT literacy is the ability of individuals to use information and communication technology appropriately to access, manage, integrate and evaluate information, develop new understandings, and communicates with others in order to participate effectively in society (MCEETYA, 2005). ICT literacy is a broad concept that has four major components of equal importance. These components include general literacy, problem-solving skills, information literacy and technological literacy (MCEETYA, 2007). General literacy in this context has to do with traditional literacy (ability to read and write) and numeracy (use of numbers); while problem-solving skills deal with the ability to use knowledge derived from one's literacy in addressing or responding to issues.

Information literacy on the other hand has to do with the ability to recognize when information is needed and, the ability and skills to locate, access, evaluate and use information from the web (MCEETYA, 2007). Whereby, technical or technological literacy deal with the ability to use computer database, word processing and presentation software in creating, storing, managing and presentation of information (MCEETYA, 2007). The influence of ICT in society has made ICT literacy part of the major requirements needed in the workforce and for successful educational career (Sani, 2014). For school teachers to effectively integrate ICT in their pedagogical practices, the teacher training programme must be grounded to adequately prepare the teachers while on training for this emerging challenge (Sani, 2014). White (2003) recommends that teachers need to experience online learning as part of their professional development.

Yusuf (2005) asserted that teachers' competence is of concern when new subjects or media are integrated into the school system. This is because teachers' experience and competence will form the basis of their ability to implement the innovation in schools. UNESCO (2005) defines competency as a set of attributes covering knowledge, abilities and attitudes for enabling

one to effectively achieve the activities of a given occupation or function to the morals expected in employment. The idea of competence with regard to the use of ICT in education is wider than the technical skills needed to use ICT. The type of ICT competence needed by teachers is an assemblage of knowledge, skills and attitudes that are inseparably bound up with the context and pedagogy. Competence needs to be entrenched in teacher practices. A number of countries have developed national or regional ICT competency ethics including Australia, Canada, Peoples' Republic of China, India, New Zealand, United Kingdom and the United States. Competency ethics, therefore, are often closely tied to local ethics for students, so that expected student outcome in a particular field of study implies a set of competencies with ICT that their teachers should possess (UNESCO, 2005).

Teachers' teaching experience could also be an element in the ICT competence of secondary school teachers. Ojo (2005) observed that the greater the significant experience in a given field or performance of an act, the easier will be the learning of fresh ideas in that specific field or performance of related action. Adeyemi (2007) reported that schools having more teachers with five years and above teaching experiences achieved

better results than schools having more teachers with less than five years teaching experience. Similarly, academic qualification and subject specialization may also influence the competence of teachers in ICT.

Teachers' Gender and the Use of ICT

Gender, as a possible factor influencing the use of electronic information resources and ICT, has been widely identified in the literature. Yet, Steinerova & Susol (2007) have noted that research on gender differences still remains open. A better understanding of the concept of gender could be gained in social psychological literature where the physical, mental and social differences of men and women have been discussed (Akande, 2013). Similarly, Steinerova and Susol (2007) asserted that gender as a cultural and social construction of a personality can be manifested in qualities and behaviour of men and women. Lending credibility to this claim, they have reported that women use ICT slightly less than men; they show higher proportion of rare use and nonuse of ICT and a lower proportion of frequent use.

The gender differences in the use of ICT observed between male and female also reflect in the use of computer technology. For example,

Enochsson (2007) has shown that the socio – cultural background of gender still leaves women with more computer anxiety and feelings of lower self–efficiency. In line with these findings, Tella and Mutulu (2008) noted that one of the recurring themes in underutilization of ICTs is the lack of relevant competences with females often cited as more affected than males. Research studies indicated that male teachers used more ICT in their teaching and learning processes than their female colleagues (Kay, 2006; Wozney et al., 2006). Markauskaite (2006), investigated gender differences in self-reported ICT experience and ICT literacy among first year graduate trainee teachers. The study revealed significant differences between males and females in technical ICT capabilities, and situational and longitudinal sustainability. Males' scores were higher.

Jamieson-Proctor, Burnett, Finger and Watson (2006) conducted a study on teachers' integration of ICT in schools in Queensland State. Results from 929 teachers revealed that female teachers were integrating technology into their teaching less than the male teachers. But the situation was different in mid-western US basic schools where Breisser (2006) found that females' self-perceptions about technology competence improved while males' self-

perceptions about technological supremacy remained unchanged in a lego-logo project. This study confirms report by Yukselturk and Bulut (2009) that gender gap has reduced over the past years, presently, a greater number of females than males have used internet and web 2.0 technologies.

In a research conducted by Kay (2006), he found that male teachers had reasonably higher levels of computer attitude and ability before computer implementation, but there was no difference between males and females regarding computer attitude and ability after the implementation of the technology. He claimed that quality preparation on technology can help lessen gender inequalities.

Teachers' Qualification and the Level of ICT use

Ngada (2008) while remarking on teachers' quality observed that over 80% of respondents in a survey research were of the view that teachers are carriers of weaknesses. These weaknesses include, among others, inadequate exposure to teaching practice, poor classroom management and control, shallow subject-matter and lack of professionalism. From Ajayi's (2009) point of view, the professional qualities of a teacher have to do with the following: Mastery of the subject matter, Sense of organization, Ability to

clarify ideas, Ability to motivate students, Good imagination, Ability to involve the students in meaningful activities throughout the period of teaching, Management of the details of learning, Frequent monitoring of students' progress through tests, formal and informal, written and oral quizzes.

The Nigerian Philosophy of Education and the National Educational goals implicitly aim at the production of quality graduates (FRN, 2004). The Federal Government realized this fact and therefore stated in the National Policy on Education (FRN, 2004) that "teachers already admitted into the profession without the pre-requisite qualification must qualify within a stipulated time or leave the profession and that NCE must be the minimum entry qualification for teachers in Nigeria". Also, it further stated that all teachers in our educational institutions from primary level to the university will be professionally-trained. The quality of the students in every school is largely the reflection of the quality of the staff of that school.

Teacher qualification and inadequate skills in conveying instructions with the use Information and Communication Technology are among factors affecting performance of students in basic technology. Adetayo (2008)

observed that teachers' use of available instructional or laboratory equipment depend significantly on their qualifications. Chima (2007) reported in his finding that Inadequate qualified number of teacher's remains a factor influencing the academic performance of students. Idowu (2006) also stated that inadequate provision of qualified teachers affects students' performance.

Challenges of ICT in Education

The major challenge facing the proper implementation of ICT in the nation has undoubtedly being the government of the nation. Education is very capital-intensive. You must develop so many structures to get you going – buildings here and there, classrooms, laboratories and equipment. All those things are not cheap to come by at all. And as long as the government is not developing those things, education cannot just be good (UNPF, 2015). Gorder (2008) claimed that integrating technology in the classroom is not about teaching students to operate computers, but integrating technology is about helping teachers to use technology as a tool for learning. The aggravating thing is the technical know-how and necessary computer skills essential in guiding pedagogical activities towards effective and proper

utilization of the computer technologies in teaching and learning (Sulungai, Toili and Amadalo, 2011).

Odera (2012) reported in her research five problems confronting the implementation of ICT in Education thus: non-availability of computers or inadequate supply of computers in most of secondary schools; lack of proper teacher training to help them integrate computers into teaching and learning; lack of time to incorporate computers into subject being taught; inadequate or lack of physical facilities to enable schools to introduce computer education and lack of relevant software. These highlighted factors had expressed other problems that can be attributed to poor implementation of computer education in this nation. Alesinloye (2006) reported in his survey that, cost of obtaining computer, weak infrastructure, lack of skills, lack of relevant software and limited access to the internet are the factors impeding the successful use of Information and Communication Technology in Nigerian education. This is rightly observed, presently, the nation has only crude oil as her major exporting goods, while machinery like cars, computers and the likes are the country major importing goods. Unfortunately, this is a great discouragement to adoption of computer in the country.

To further explain, when neither the computer hardware nor it software are locally produced the result of it will be huge amount of acquisition of computer system, thus, high cost of computer procurement for educational use is inevitable. Alesinloye (2006) again, stressed that there is a great discrepancy between relevant software supply and demand in developing countries like Nigeria.

Another factor that light should be shed upon as identified by Alesinloye (2006) is limitation to internet access. This is not untrue about the nation, higher institutions in Nigeria suffers poor or no internet access while majority of the country's secondary schools has no access to internet at all. Lack of skills is also an obvious factor that needs attention in proper implementation of computer education in the nation. Odera (2011) is of the same opinion when she reported in her research work that, the power of technology lies in the teacher's ability to appropriately select, integrate and evaluate computer tools to support learning. Thus, if the teachers are properly trained, the failure of computer education will be drastically reduced. Practically, as it is well known that what makes a car useful is not only by fueling and equipping it with the best engine only, but what makes

it complete in the execution of its primary assignment is the correct control given to it by its driver. Likewise, for a good and sound education to be given to learners, the teachers must be well equipped.

In the report from many other researches like this study, the common factor that tends to inhibit the proper implementation of Information and Communication Technology into secondary schools has clearly been attributed to the failure of the government to play their own unquantifiable part by properly equipping the learning materials (the teachers inclusive). Bukaliya and Mubika (2012) from the conclusion of their report on the factors militating against the introduction of computer education in secondary schools, highlighted two major factors that are impeding computer education in secondary schools as follow; no budgets for computer procurement in the majority of schools and funds were inadequate for computer procurement as central government did not avail finances for computer procurement.

A government is a huge and complex organization, whose operations and strategic focus could be greatly enhanced by the well-focused application of Information and Communication Technologies (ICT) to

support improvements in productivity, management effectiveness and ultimately, the quality of services offered to citizens (Gichoya, 2005). This means that, the success of any government in this 21st century greatly depends on the level of Information and Communication Technology expended on her citizens.

The annoying thing is the technical know-how and necessary ICT skills essential in guiding pedagogical activities towards effective and proper utilization of the computer technologies in teaching and learning (Sulungai, Toili & Amadalo, 2011). This explains the roles the educational bodies and government needs to play so as to bring about the proper implementation of computer education in the society. Although, many schools are furnished with the latest instructional technologies, multiple studies have indicated that more than half of the teachers equipped with ICT gadgets only use them for administrative functions, and only half of their students report using technology more than once a week. This point out the very few attentions that some teachers pay to computer education due to lack of required knowledge of the computer usage.

Appraisal of Reviewed Literature

ICT is encompassing all equipment and tools (inclusive of traditional technologies of radio, video, and television to the newer technologies of computers, hardware, firm-ware, and so on.), as well as the methods, practices, processes, procedures, concepts, and principles that come into play in the conduct of the information and communication activities (FME, 2010). To be successful in today's information-rich and knowledge-based societies, students and teachers must use technology effectively and develop ICT skills (UNESCO, 2013).

Literature reviewed under the concept of Economics show that Economics as the practical science of production and distribution of wealth.

Literature that was reviewed under the concept of ICT and its relevance to education shows the importance of ICT to learners, in education, to organization, the community, the society and the whole nation at large. Researchers like Yusuf (2012), Gohke (2012) and Olakunlehin (2007) discussed the use of ICT tools in the school and the society. Also Zurich (2013), Yusuf (2012), Oliver (2002), Kmitta and Davis (2004) and UNESCO

(2002) revealed how the use of ICT tools has improved the teaching-learning process and helping to have better persons in the society.

Literature was also reviewed on ICT literacy needs in teacher education in Nigeria. Researchers like Sani (2014), Leach (2005), and White (2003) among others discussed ICT literacy in education so as to access, manage, integrate and evaluate information. Also, the reviewed of literature carried out on gender disparity on teachers' ICT literacy needs and competency shows that scholars like Susol (2007), Tella & Metulu (2008), Markeuskaite (2006) among others discovered that there are gender differences in the competency of in-service teachers in using ICT tools.

From the review, it was discovered that several studies concentrated on the importance of ICT, ICT literacy, ICT competent skill and gender differences in the use of ICT tools. But no research within the school setting in Nigerian has really investigated on the ICT competency level of in service teachers. This study is therefore focused to discover the information and communication technology (ICT) competency level of Economics teachers in Kwara State.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the methodology that will be used by the researcher to carry out the research work which covers the following: Research Design, Sample and Sampling Technique, Research Instrument, Validation of The Research Instrument, Procedure for Data Collection and Data Analysis Techniques.

Research Design

The study will adopt survey type. The method is used to allow the researcher to have a vivid description of the topic for the purpose of making generalization.

Sample and Sampling Technique

The target population for this study is Economics teachers in Kwara State. One hundred (100) teachers are randomly selected from public and private schools in Ilorin metropolis giving male and female equal opportunities to fill the designed questionnaire.

Research Instrument

A structured questionnaire tagged “Assessment of ICT competency level of economics teachers for effective teaching and learning in Kwara State senior secondary schools” is used to gather data on the study. The instrument consists of two sections. Section ‘A’ requested the respondents’ demographic information like gender, qualification and school proprietorship. The section ‘B’ contains the items developed under each research questions raised in the study. Research question one is a close ended one which restricts the respondents to respond on four point likert scale which ranges from Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to determine the needed ICT skills of the teachers. Research question two uses the scale Highly Competent (HC), Competent (C), Basic Knowledge (BK), and Not Competent (NC) to test the teachers’ level of ICT competency. Research Question three and four uses the scale More often, Often, Seldom and Never to the determine the level of ICT use as well as the challenges faced by teachers in the Use of ICT.

Validation of Research Instrument

The validity of the instrument will be ascertained by content validity. In this case, a draft of the questionnaire will be made available to the supervisor for endorsement after copy will be typed and administered to the respondents.

Procedure for Data Collection

The school management is notified with an attestation letter from the researchers' department to seek permission. The administration is done personally by the researcher to the selected schools during the free period of the teachers.

Data Analysis Techniques

Data collected on the study is analyzed using frequency counts and percentage to present the demographic information of the respondents and responses to the research questions. Inferential statistics of t-test is used to test and hypothesis one while ANOVA was used to test hypothesis two formulated at 0.05 level.

CHAPTER FOUR

DATA ANALYSIS AND RESULT

This chapter presents the analysis of the data collected in the course of carrying out this research. Primary data was based on the questionnaire administered. A total of hundred (100) questionnaires were distributed to some randomly selected private and public upper basic teachers in Ilorin Metropolis. They were filled and returned to determine the ICT Competency level of economic Teachers. Data Collected for the study was analyzed using descriptive statistics of frequency counts and Percentage while t-test statistical tool was used to test the research hypothesis 1 and ANOVA for research hypothesis 2 at 0.05 level of significance.

Data Analysis

Table 1: Distribution of Respondents Based on Gender

Gender	Frequency	Percentage (%)
Male	59	59.0
Female	41	41.0
Total	100	100.0

Table 1 shows the distribution of respondents based on gender. The table indicates that 59 respondents representing (59%) were male teachers while 41 of the respondents representing (41%) were female teachers. This shows that both male and female teachers were fairly represented. And in all, the total respondents were 100.

Table 2: Distribution of Respondents Based on Qualification

Educational Qualification	**Frequency**	**Percentage (%)**
PGDE	18	18.0
B.Ed.	23	23.0
B.Sc.	21	21.0
HND	10	10.0
ND	9	9.0
NCE	19	19.0
Total	100	100.0

Table 2 revealed that 18 of the respondents were PGDE holders constituting 18.0%. Respondents B.Ed. holders were 23 which represent 23.0%, 21 of the respondents representing (21%) were B.Sc., while 10 of the

respondents representing (10.0%) were HND. ND was 9 representing (9.0%), while NCE was 19 respondents with (19.0%).

Table 3: Distribution of Respondents Based on School Proprietorship

Proprietorship	Frequency	Percentage %
Public	49	49.0
Private	51	51.0
Total	100	100.0

Table 3 shows that 49% of the schools were public schools while 51 were private schools.

Research Question One: What are the needed ICT Skills required of economics teachers?

Table 4: Analysis of the Results on the needed ICT skills required of economics Teachers

S/N	Item	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I need to be literate in using ICT to select information resource that are appropriate for teaching	34 (34.0)	45 (45.0)	16 (16.0)	5 (5.00
2	I need to be ICT literate to select information resource that are well-organized for the benefit of the learners	31(31.0)	53 (53.0)	9 (9.0)	7 (7.00
3.	I need to be ICT literate to search for information relevant for teaching in multiple sources in a directed and reflective manner	36 (36.00	41 (41.0)	15 (15.0)	8 (8.0)
4.	I need to be literate in using ICT to select information classification scheme that allows efficient and productive teaching	29 (29.0)	47 (47.0)	19 (19.0)	5 (5.0)
5.	I need to be ICT literate to recognize and treat confidential or sensitive information appropriately	33 (33.0)	37 (37.0)	26 (26.0)	4 (4.0)
6.	I need to be ICT literate to customize the presentation of information needed for teaching	35 (35.0)	42 (42.0)	21 (21.0)	2 (2.0)
7	I need to be ICT literate to cite sources appropriately	36 (36.0)	35 (35.0)	21 (21.0)	8 (8.0)

Based on the results in Table 4, there is every indication that responses to the statement (items 1 – 7) shows that over 70% of the respondents agreed that they need to be ICT literate to select resources appropriate for teaching, organize these resources for the benefits of the learner, recognize and treat confidential information appropriately and cite sources appropriately. It is seen that more respondents believed that ICT literacy is needed to provide better teaching experiences.

Research Question 2: What is the level of competence in economics teachers' use of ICT?

Table 5: Analysis of the Results on the ICT Competency level of economic Teachers.

S/N	Items	HC	C	BK	NC
1	I am capable of connecting the computer system and its peripherals	24 (24.0)	44 (44.0)	22 (22.0)	10 (10.0)
2	I am capable of booting the computer	35 (35.0)	38 (38.0)	19 (19.0)	8(8.0)
3	I have adequate keyboard skills	24 (24.0)	34 (34.0)	30 (30.0)	12 (12.0)
4	I can use Microsoft Office Suite Application i.e. MS Word, MS Excel, MS Power Point, MS Excel etc.	28 (28.0)	32 (32.00	25 (25.0)	15 (15.0)
5	I can design graphics with graphic design applications e.g. Corel Draw, MS Publisher, Instant Artist	20 (20.0)	30 (30.0)	24 (24.0)	26 (26.0)
6	I can set up a printer and print documents	23 (23.0)	36 (36.0)	27 (27.0)	14 (14.0)
7	I can use Internet and Email Services.	22 (22.0)	34 (34.0)	27 (27.0)	17 (17.0)

The results in Table 5 are on ICT competencies of economic Teachers. Result showed that the respondents indicated competency in Connecting computer and its peripheral, booting the computer, adequate keyboard skills, use of Microsoft office suite packages, setting up of printer and use of internet and electronic mail, items 1,2,3,4,6 and 7 (above 50 percent). However, for item 5, only 50 percent are competent in graphics design and 50 percent (either having basic knowledge or not competent) on the other hand are not.

Research Question 3: What is the level of ICT utilization in teaching of economic?

Table 6: Frequency Distribution and Percentage on level of Utilization of ICT for Teaching economic

S/N	Items	More Often	Often	Seldom	Never
1	I use computer for Teaching Economic	14 (14.0)	41 (41.0)	33 (33.0)	12(12.0)
2	I use ICT for Teaching computer skills	23 (23.0)	41 (41.0)	17 (17.0)	19 (19.0)
3	I use ICT for Finding and accessing information and educational materials	31 (31.0)	33 (33.0)	27 (27.0)	9 (9.0)

4	I use ICT for Making presentation	34 (34.0)	33(33.0)	27 (27.0)	9 (9.0)
5	I use ICT for Preparing lessons	13 (13.0)	40 (40.0)	27 (27.0)	20 (20.00
6	I use ICT for Communicating with students	26 (26.0)	30 (30.00	26 (26.0)	18 (18.0)
7	I use ICT for Communicating with other teachers	25 (25.0)	32 (32.0)	28 (28.0)	15 (15.0)

The results in Table 6 indicated that the level of utilization of ICT by Economic teachers. As reflected in the table, majority of the teachers used ICT to teach computer skills, find information and relevant education material, as well as package lesson presentations items 2, 3, 4 (above 60 percent). Over 50 percent of the teachers used ICT to teach Economic, prepare lesson plan and also communicate with colleagues and student. These findings indicate that most Economics Teachers uses ICT for teaching, getting resources and communication with peers and students.

Research Question 4: What are the challenges of using ICT to teach Economic?

Table 7: Frequency Distribution and Percentage on the Challenges Facing the Use of ICT to Teach Economics

S/N	Items	More Often	Often	Seldom	Never
1	I have problem of technical support in using ICT to teach Economic	18 (18.00	25 (25.0)	37 (37.0)	20 (20.0)
2	I have problem of time in using ICT to teach Economic in school	21 (21.0)	20 (20.0)	32 (32.0)	27 (27.0)
3	I have Limited knowledge on how to make full use of ICT in teaching Economic	19 (19.0)	16 (16.0)	37 (37.0)	28 (28.0)
4	I have Limited understanding on how to integrate ICT into teaching	18 (18.0)	21 (21.0)	29 (29.0)	32 (32.0)
5	I have problem of software or websites that support teaching of Economic18(18.0)	17 (17.0)	34 (34.0)	31 (31.0)	
6	I have problem of computer or tool for teaching in school	21 (21.0)	16 (16.0)	31 (31.0)	32 (32.0)
7	I have the Problem of electricity to use ICT to teach Economic	38 (38.0)	18 (18.0)	26 (26.0)	18 (18.0)

The results in Table 7 are on challenges faced in using ICT to teach. The result showed that the major challenge affecting the use of ICT in teaching is the problem of electricity, item 7 (above 50 percent). Most

teachers agreed they seldom or never have problems of technical support, appropriate use of time, knowledge of integration of ICT into teaching. The findings show that teachers understand the appropriate use of ICT in their teaching and the only prevalent problem is electricity which is a national problem.

Research Hypothesis one: There is no significant difference between male and female Economic teachers' competency in the use of ICT.

Gender	**N**	**X**	**SD**	**T**	**DF**	**Sig. (2-tailed)**	**Remark**
Male	59	2.3220	1.04123				
Female	41	2.3171	1.03535	.023	98	.981	Not rejected

Table 8: T-Test Analysis on Male and Female Economics Teachers' Competency in the Use of ICT.

Table 8 shows the result of the hypothesis using t-test, it can be deduced that there is significant difference male and female Economics teachers use of ICT. This is reflected in the result t (98) =0.023, p=0.981>.05. That is, the result of t-value of 0.023 resulting in .981 significance value was greater than

5% alpha value. Therefore, the hypothesis was not rejected. This indicates that there was significance difference between male and female Economics teachers use of ICT. Therefore, the null hypothesis was not rejected.

Hypothesis two: There is no significance difference in the use of ICT by Economics teacher's based on qualification.

Table 9: ANOVA Analysis on use of ICT by Economics Teachers Based on Qualification

	Sum of Squares	**DF**	**Mean Square**	**F**	**Sig.**	**Remark**
Between Groups	1497.830	5	299.566	1.716	.138	
Within Groups	16405.160	94	174.523			Not Rejected
Total	17902.990	99				

Table 9 shows the results of the hypothesis test using ANOVA. The results indicate that F (5, 94) = 1.716, P=0.138> 5% alpha level of significance. The hypothesis which states that there is no significance difference in the use of ICT by Economics teacher's based on qualification.

Since the hypothesis result was greater than 0.05 therefore, the null hypothesis was not rejected.

Discussion of the Results

Based on the data collected, analyzed and interpreted the following findings were made:

1. Most of the Economics Teachers in Kwara State believed they need to be ICT literature in order to teach effective and select appropriate resources for their teaching.
2. Most of the Basic Technology Teachers in Kwara State uses ICT Facilities to teach computer skill and Economics.
3. Teachers' qualification influences the level of ICT use for teaching purposes.
4. Teachers' qualification is a major prerequisite in the utilization of ICT for Teaching Economics by teachers in Kwara State. It was found out in the research that B.Ed. teachers use ICT for teaching more than any other qualification.
5. Male teachers are more competent in the use of ICT for teaching purposes than female teachers.

6. Private School teachers utilize ICT in the teaching Economics than their counterparts in public schools. This is as a result of the facilities available at their disposal for teaching.
7. Finally, lack of adequate knowledge computer knowledge, poor electric power supply and unavailability of facilities in schools are factors that constitutes to the proper adoption of ICT in schools.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The research was aimed at finding out the assessment of ICT competency level of Economics Teachers in Kwara State. The findings of this research revealed that Economic teachers are competent in the use of ICT for teaching. This is against the report of Kirschner and Selinger (2003) that the vast majority of teachers do not know how to use the computers to promote educational efficiency, and they are not adequately trained to use modern information media. It also confirms the assertion that teachers have developed competence in the use of ICT, thus they can model good use of technology (Idowu, Adagunodo there is no significance difference between male and female basic technology teachers & Popoola, 2003).

The first hypothesis shows that there is no significant difference between male and female Economics teachers competence in the use of ICT. This finding is in consonance with the findings of Oludipe (2004) that there exists a high level of acquaintances with many computer packages among teachers.

Thomas and Mart (2006) also reported that there is no considerable difference in computer literacy level of teachers based on their subject specialization.

The results of this study also show that ICT use by secondary school teachers is academic qualification specific as confirmed through hypothesis 2 which state that there is no significance difference in the use of ICT by Economic teacher's based on qualification. The results are in line with the findings of Agbatogun (2010) that teachers' response to acquiring knowledge, skills and competence in the use of ICT is on the rise with academic qualification. On the other hand, these results disagree with the findings of Atkins and Vasu (2000) which states that attitude of teachers towards the acquisition of computer literacy skills and usage depreciate as they attain high academic qualifications.

The findings indicated some challenges faced in the effective utilization of ICT for teaching Economics. These barriers as attested to by the teachers included lack of qualified teachers, shortage of computers and other ICT tools in schools, epileptic poor electric power supply, lack of suitable educational software, among others.

In summary, it can be deduced that the teachers who are the final instrument in Curriculum implementations have the desired competency in the utilization of ICT for Instructional Purposes. Thus, the proper inculcation of ICT in children's education should not be neglected so as to bring about effective and productive education of secondary school students.

Conclusion

This study has discovered that Economic teachers in Kwara State are aware they need to be ICT literate to effectively teach their subject. These findings are in accordance with that of Yusuf (2011) which disclosed that teachers are competent in the use of Information and Communication Technology for teaching purposes. There Economic teachers in Kwara State have higher competence level in the use of ICT for Instructional purposes.

Recommendations

Based on the findings of this study, the following recommendations are made:

1. The government (at all levels; Federal, State and Local) should provide adequate ICT facilities in schools. Through this, the problem of insufficient computers and facilities will be minimized.
2. The government should provide frequent professional development programmes for teachers to update themselves of emerging technologies.
3. The government and curriculum developers should make available, suitable educational software by seeking the assistance of software developers. However, this software should be affordable or be free for school use.
4. The teachers' salary should be restructured to encourage ICT competent teachers to apply for teaching job.
5. The poor electric power supply of the nation should be rectified so as to encourage the use of computer in the school setting. That is, there should be regular supply of electricity in schools.

Suggestions for Further Research

Based on the findings and conclusions for this study, the following recommendations for further research are presented:

The scope of this study could be extended to cover other parts of the state. In doing this, it could be determined whether or not the location of teachers influences their ICT needs and competency level.

Also, a further research on this study could seek information about the impact of ICT on students' academic performance.

Finally, this research had revealed the ICT needs and competency level of Basic Technology Teachers in Kwara State. However, a similar research could be carried out to investigate the perception and attitude of secondary school students on the implementation of ICT in Economics.

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APPENDIX

EKITI STATE UNIVERSITY, ADO EKITI

TOPIC: QUESTIONNAIRE ON ASSESSMENT OF ICT COMPETENCY LEVEL OF ECONOMIC TEACHER FOR EFFECTIVE TEACHING AND LEARNING IN KWARA STATE SENIOR SECONDARY SCHOOL

Dear Respondent,

I am an undergraduate from the above named university; this questionnaire is designed to elicit responses based on your opinions or views towards the above named subject matter. Please supply necessary information in the questionnaire in order to facilitate the study. Information supplied will be treated with utmost confidentiality.

SECTION A

PERSONAL INFORMATION

Instruction: Please, fill in the gaps by ticking (□) against the information that is applicable to you and complete the blank spaces where necessary.

1. Gender: Male ( ) Female ( )
2. Qualification: PGDE ( ) B. Ed. ( ) B. Sc. ( ) HND ( ) ND ( ) N.C.E( ) Others (specify) _____
3. School Proprietorship: Public ( ) Private ( )

SECTION B:

Teacher's ICT Needs

Key: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

S/N	Items	SA	A	D	SD
1	I need to be literate in using ICT to select information resource that are appropriate for teaching				
2	I need to be ICT literate to select information resource that are well-organized for use				
3	I need to be ICT literate to search for information relevant for learning in multiple sources in a directed and reflective manner				
4	I need to be literate in using ICT to select information classification scheme that allows efficient storage				
5	I need be ICT literate to recognize and treat confidential or sensitive information appropriately				
6	I need to be ICT literate to customize the presentation of information needed.				
7	I need to be ICT literate to cite sources appropriately				

Teachers' ICT Competence Level

Key: Highly Competent (HC), Competent ©, Basic Knowledge (BK), and Not Competent (NC)

S/N	Items	HC	C	BK	NC
8	I am capable of connecting the computer system and its peripherals				
9	I am capable of booting the computer				
10	I have adequate keyboard skills				
11	I can to use Microsoft Office Suite Application i.e. MS Word, Ms Excel, Ms PowerPoint, Ms Excel etc.				
12	I can design graphics with graphic design applications e.g. Corel Draw, Ms Publisher, Instant Artist				
13	I can set up a printer and print documents				
14	I can use internet and Email Services				

Level of ICT use for Teaching and Learning by Teachers

S/N	Items	More Often	Often	Seldom	Never
15	I use computer for Teaching Economics.				
16	I use ICT for Teaching computer skills.				
17	I use ICT for Finding and accessing information and educational materials				
18	I use ICT for Making presentation				
19	I use ICT for Preparing lessons				
20	I use ICT for Communicating with students				
21	I use ICT for Communicating with other teachers				

The obstacles faced by the Teachers in using ICT for Teaching and Learning

S/N	Items	More Often	Often	Sometimes	Seldom
22	I have problem of technical support in using ICT to teach Economics.				
23	I have problem of time in using ICT to teach Economic in school				
24	I have Limited knowledge on how to make full use of ICT in teaching Economics.				
25	I have Limited understanding on how to integrate ICT into teaching				
26	I have problem of software or websites that support teaching of Economics.				
27	I have problem of computer or tool for teaching and learning in school				
28	I have the Problem of electricity to use ICT to teach Economics.				

Thank you for your co- operation.