

Curriculum Management and Implementation for Effective Instructional Delivery: A Policy Direction for Educational Managers and Administrators

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Abstract

This paper focused on the management and implementation of curriculum for effective instructional delivery in tertiary institutions in Nigeria. It is aimed at making a policy direction for educational administrators in ensuring effective management and adequate implementation of the curriculum in Nigerian Universities. It was argued in this paper that the effectiveness of teachers' instructional delivery, lies greatly on the use of tangible teaching aids, where students learn more readily about things that are directly accessible to them via visual, auditory, tactile and kinesthetic processes. Emphasis was laid on the dependability of educational management and administration programme on the use of modern instructional resources such as computer, internet, teleconferencing, etc. various factors such as resistance to change, lack of fund, power failure, lack of adequate resource personnel were identified as factor affecting curriculum implementation. The study concluded that implementing an education policy fundamentally consists in getting a large number of actors to co-operate at various levels of the education system so a policy translates into new learning materials for students, new methods for teachers, new management practices for school leaders, new assessments, and many other policies that influence the content of education at the school level. Therefore, it was recommended that educational managers and administrators should constitute a voice and a force to battle for the future of modern technology usage and professional development of educator.

Keywords: Curriculum, Management, Implementation, Instructional Delivery, Technology

INTRODUCTION

The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of any nation. Education is the key for positive change in the society because of its far reaching effects on growth and development in all sectors of the economy. It is in stressing the importance of education to man that Peters (2010) alluded that an educated man is: (1) one whose form of life is exhibited in his conduct, the activities to which he is committed, his judgments and feelings is thought to be desirable; (2) One who in whatever he is trained to do he/she must have knowledge, not just knack, and an understanding of principles. His form of life must also exhibit some mastery of forms of thought and awareness which are not harnessed purely to utilitarian or vocational purposes or completely confined to one mode; (3) One whose knowledge and understanding must not be inert either in the sense that they make no difference to his general view of the world, his actions within it and reactions to it or in the sense that they involve no concern for the standards immanent in forms of thought and awareness, as well as the ability to attain them.

In line with the above, education is the provision of a series of learning experiences to students in order to impart knowledge, values, attitudes and skills with the ultimate aim of making them productive members of society, Educational Administration is the process of planning, organising, directing and controlling the activities of an institution by utilising human and material resources so as to effectively and efficiently accomplish functions of teaching, extension work and research. It was on this notion that educational administration objectives were stated thus:

1. Provide highly motivated, conscientious and efficient education managers for all levels of the education system
2. Encourage further the spirit of enquiry and creativity in teachers
3. Help Educational managers to fit into the social life of the Community and society at large and enhance commitment to National objectives
4. Provide educational managers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation, not only in the life of their country but also in the wider world.
5. Enhance teachers' commitment to the teaching profession to make them adequate for their assignments and to make them adaptable to any changing situation.
6. Produce highly efficient and conscientious classroom teachers who would manage classrooms in a way that will motivate and enhance learning.
7. Develop skills and knowledge to those who will manage the educational system and
8. Prepare various categories of workers in the education industry for further studies in management.

The educational administrator works with and through people to accomplish the educational goals. Hence it is imperative for educational administrators to be sensitive to human factor so as to bring about quality in education. It is a fact that you cannot give what you do not have. The dynamic nature of life generally, and that of education in particular calls for personnel that are current in trends and issues in educational policies, aims and objectives which are designed to advance knowledge. Human beings are complex in nature, making the job of administration very sensitive, thus anyone who is to be entrusted in administrative post must be well trained in theories and principles and in addition to these, must be able to apply them practically. The point being stressed here is that educational administrators need some professional preparation so as to function effectively as school leaders, which will invariably lead to quality education. The identification of training needs of educational administrators could be determined by Examining the critical abilities needed by educational leaders. As people who help in determining education policies, participate in the implementation of policies, and are in charge of coordinating, controlling and supervising organizational activities, they are expected to possess certain knowledge, skills and abilities (Nwagwu, 1990).

Nwagwu (1990) identified such abilities as to work with people; think analytically persuade and convince others; communicate effectively; take appropriate and timely decisions; see broad relationships; be diplomatic within a political environment; and organize and control a management system. It has been observed that all educational administrators do not have competence in all the identified abilities (Nwagwu 1990).

Curriculum Management

Curriculum is a group of learning experiences which students are exposed to through the teacher in order to have a positive change in their behaviours. According to Neagly and Evans in Offorma (2012) curriculum is all the planned experiences provided by the school to assist the learners in attaining the designated learning outcomes. Onwuka in Ella (2017) also described curriculum as a structured series of intended learning experiences through which educational institutions endeavour

to realize the hopes of the society. Within the context of this study, curriculum is an organized and logically arranged body of knowledge, skills and attitudes that enable the teacher to assist the students master its content during instruction in Educational Management and Administration programmes in tertiary institutions. For effective implementation of the curriculum of Educational Management and Administration programmes, the competency of the teacher is key (Salisu & Inuwa, 2019).

The effective curriculum delivery requires various types of resources; as stated by Ngozi, (2011) successful curriculum implementation depends to a large extent on the availability and utilization of adequate instructional materials or learning resources. Instructional materials generally make the teaching and learning process easier. They offer reality of experience, provide visual aspects to a process or techniques facilitate the understanding of abstract concepts, save time by limiting the use of wordy explanations and provide opportunity for the learner to manipulate objects in the environment. Therefore, it is the responsibility of the institutions and departments to examine their role in identifying, developing, evaluating, purchasing and sharing of learning resources. They should equally note that the use of instructional materials help to concretize the learning process. Instructional materials offer students and their teachers a good opportunity to relate theoretical knowledge in class to practical experiences at the workplace, thus imprinting learnt materials in the minds of the young learners.

Curriculum Implementation

Curriculum implementation refers to how teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans, and assessment options related to a set of objectives. Such designs focus on consistency to help teachers successfully implement and maintain the curricular structure in order to meet various objectives (Wiles & Bondi, 2014). As noted earlier, Wiles and Bondi (2014) defined horizontal alignment as similar instructional practices and curriculum use between teachers in the same grade level, and vertical alignment as similarities in instructional practices and fidelity of curriculum implementation between the previous and following grade levels. Having curriculum alignment between the same grades and the preceding and following grades levels offers consistency in supporting learning objectives and expectations designed to promote student preparedness and growth (Tweedie & Kim, 2015).

Understanding the beliefs and concerns of teachers can provide insights into whether curriculum implementation will meet with success or failure. McNeill et al. (2016) and Rakes and Dunn (2015) have all substantiated this notion by addressing the impact of teachers' beliefs about given objectives in science curricula. McNeill et al. (2016) found that teachers' beliefs significantly influence their decisions for instruction. If beliefs play such a vital role, then taking time to learn about teachers' concerns, values, and perceptions should improve the implementation process by proactively addressing these areas (Al-Shabat, 2014; Rakes & Dunn, 2015). One of McNeill et al.'s (2016) primary recommendations included preparing teachers through professional development and collaborative opportunities; specifically, professional development should make sure that teachers fully understand the objectives and receive time to try the new curriculum with a class to support teacher learning. The need for teacher understanding and efficacy when implementing a new curriculum is apparent, especially considering the impact of these factors on student learning.

To ensure that curricular innovations are implemented with fidelity, instructional practices should be aligned to the specific learning goals provided in the curriculum (MacDonald, Barton, Baguley, & Hartwig, 2016; Phillips, Ingrole, Burris, & Tabulda, 2017). Curricular implementation encompasses different components, including the delivery of the curriculum through resources and

instructional practices. To implement curricula with fidelity, instructional practices must align with the curriculum as well as support the individual needs of the students (Causarano, 2015). In addition, teacher preparedness for curriculum implementation plays a vital role (McNeill et al., 2016). Causarano (2015) specifically found this to be true through a study evaluating the quality of math instruction in an urban school and the impact on student-teacher relationships. The findings from their study supported the need for teachers to know the curriculum well to strengthen instructional practices. Content instruction depends on the quality of the explanations the teachers offer (MacDonald et al., 2016). MacDonald et al. (2016) reinforce the need for quality instruction and commitment through their recommendation that professional development should help teachers deliver the prescribed curriculum.

Sometimes the problem with implementation results from a problem with the curriculum itself (Caropreso, Haggerty, & Ladenheim, 2016). Bell (2015) analyzed the advantages and disadvantages of an English grammar curriculum; specifically, the guidance and directives provided to support teachers. Though Bell found the curriculum to be accurate overall, he found that the materials lacked pedagogical guidance to help teachers understand the lessons accurately enough to teach them. Bell pointed out another necessary component when considering the adoption of a new curriculum, but he reinforced how proper training played into implementing the curriculum with confidence (Caropreso et al., 2016; McNeill et al., 2016). Bell found that a lack of training or guidance for curriculum hindered accurate delivery to students. Once again, this type of barrier has been found to influence student growth and learning (Causarano, 2015).

Instructional Delivery in Educational Management and Administration Programmes

Teaching is the process of assisting an individual to acquire knowledge, skill and attitude through instruction. Ogwo and Oranu (2016) viewed teaching as the science and art of assisting a person to learn. These authors stated further that the science of teaching involves the use of acquired knowledge from natural and behavioural sciences in order to help appreciate the circumstance and personality of the learner while the art aspect of teaching involves the use of creative and administrative skills in aiding delivery of instruction. Olaitan, Alaribe and Nwobu (2010) added that teaching is the process of helping individual to learn through instruction. Teaching in the context of this study is the process of assisting students learns the content of Educational Management and Administration programmes curriculum in junior secondary schools through instruction by the teacher.

Adedayo (2010) defined learning as a change in behaviour that depends upon special conditions of stimulation. Learning according to Zakka and Priscilla (2019) is the apparent modification of a person's behaviour through his activities and experiences, so that his knowledge, skills and attitudes, including modes of adjustment towards his environment, are changed more or less permanently. Learning is a systematic/progressive change in learner's behaviour and potential for development.

Gray (2016) contends that effective instructional delivery is a process of facilitating learning which is expected to bring about change in the behaviour of the learner. Supporting the above assertion, United Nations Educational, Scientific and Cultural Organization (UNESCO, 2014) added that effective instructional delivery deals with using knowledge, skills, beliefs and background of each child to maintain their high expectations. The expectations of these children are usually steered by assessment administration in the form of assignment, test, examination and group work with provision of continuous feedback to learners about their performance, and utilization of data from their assessments to revise learning experiences (Ogwu & Ogwu, 2013). Ogwu and Ogwu further stated that teachers with adequate knowledge of their subject matter can be more effective and

efficient at organizing and delivering the subject matter, connecting the subject with the students' previous knowledge, finding useful analogies and examples, presenting current thinking on the subject, and establishing appropriate emphases. Effective teachers set high standards for students regarding curriculum content, articulating clear goals and using appropriate instructional techniques such as audio visual presentations, discussions and inquiry, practice and application; use of appropriate questioning and instructional techniques, among others (Ogwu & Ogwu, 2013).

The effectiveness of teachers' instructional delivery, according to Dukett and Tatarkowski (2012), lies greatly on the use of tangible teaching aids, where young people learn more readily about things that are directly accessible to them via visual, auditory, tactile and kinesthetic processes. In essence, the whole success of students in the acquisition of relevant knowledge and skills lies in the effectiveness of the teacher or teaching method adopted for a particular lesson or topic. This includes the level of preparedness of the teachers and how well he/she is equipped with relevant instructional material for the lesson for effective teaching and learning process. Okolocha and Onyeneke (2013), in this regard, stated that desirable transformation can only occur in the learner when a teacher has a good mastery of the subject matter, has a map to follow in terms of well-prepared lesson plan/note, grab the students' attention through effective class control mechanism or strategy, recognize students' attention span, plan activity for the students by allowing them to participate actively in the teaching learning encounter and also maintaining approved lesson period, utilize visual aids, voice, eye contact and body movement as a way of stimulating the students, summarize lesson and evaluate lesson using all sorts of continuous assessment techniques.

Modern Instructional Resources for Instructional Delivery in Educational Management and Administration Programmes

Educational Management and Administration programme is heavily dependent on equipment to teach the required subjects and to pass necessary information. Rapid break-through in information and communication technology has not made the acquisition of these instructional resources easy; and where they are inadequate, the best outcome of educational management and administration programmes cannot be fully realized. The following are some of the modern instructional resources for teaching and learning Educational Management and Administration programmes courses:

- i. **Computer:** A computer is an electronic device that accepts data (fact and figure) and carries out all prescribed operations as meaningful information. According to Akasi and Adebayo (2014), a Computer is the force behind our transition into an information society. Students must be given the opportunity of using computers in learning and the Business Educator must also be able to use it appropriately in teaching.
- ii. **Internet:** Internet is a network connecting many computer networks. It is not only designed to carry large data, it also drives the world wide web. People using it can share information with one another, exchanging messages, and even run the same programme at the same time on many different computers. Fadare (2011) described the Internet as a "civilized jungle, a market place of useful and useless ideas, reliable and unreliable information, a file cabinet, a sort of colloquium without a moderator, without any set of rules except those rules established by service providers".
- iii. **Teleconferencing:** Amagoh (2012) defined Teleconferencing as an activity where educators and other communicators converse with others in real time speaking through their keyboards seeing through the screen and hearing through speakers attached to them. He went further to say that technology has provided that with the help of a button one will see others in their various locations and you can all discuss and take decision without having to travel outside your location.

- iv. Micrographic system: This system, according to Fajuigbe and Obiluku (2016) stores data, reducing and recording paper document and computer generated output on microfilms.
- v. Teleworking: This term describes the use of portable computer with communication links into the organisation's network. Managers and employees can work from home at flexible and convenient hours (Reid, Alan & Tracey 2013).
- vi. Intranet: Intranet is a small version of the net used within an organization. It is an ideal system for distributing information within the establishment. Growing numbers of corporations are storing internal document, sending messages, such as notice of meeting, memos, correspondence etc. across their internal networks or intranet (Babalola, Folorunso and Adebayo 2010).
- vii. Display Boards: As the name suggests, they are boards used to display information that have learning value.

The question begging for answer in Nigeria is, how many institutions offering Educational Management and Administration programme have a functional intercom not to talk of connecting external line to the machine for the purpose of teaching and learning. The rate at which technological events are thought out and created today is so fast that the nation is having difficulty in flowing with the trend.

Factors Affecting Management and Utilization of Educational Management and Administration Programmes Curriculum for Instructional Delivery

- i. Resistance to Change: Majority of the practicing Business Educators in the country still hold on to traditional methods of teaching. They believe that the utilization of the instructional facilities will displace them of their normal duties.
- ii. Lack of Fund: Most of these equipment are very expensive and many Nigerian institutions do not have financial capability to make them available for use in teaching.
- iii. Constant Power Failure: This may constitute a problem to the teachers because this instructional equipment cannot function without electricity.
- iv. Maintenance: The maintenance/repair for most of the instructional equipment is not locally available. The implication of this is that any minor fault will result to shipping of the equipment abroad.
- v. Lack of Adequate Trained Personnel: The few Business Educators that are currently available are not well trained on the use of this equipment and there is no adequate training programme for them.
- vi. Lack of Exposure to Equipment: Many of the business educators have not even seen some of this equipment let alone knowing how to make use of them in teaching Educational Management and Administration programmes courses.

Theoretical Framework

This study is predicated on Functional Curriculum Theory which emphasizes that learner should have a world pool of knowledge, ideas, inventions, human and financial capitals and become fully participating member of the global economy. The curriculum is a tripartite in nature and practical. According to Obanya (2004), the functional curriculum theory could be achieved by following these steps:

- a) Developing the deepest sense of pride in being African through a deep understanding of the pride of Africa, the mother tongue or community language, the African world view, Africa's contribution to world view, Africa's contribution to world civilization over the ages, the nature and literature of Africa, past and present contemporary African's plan for its future in the emerging global community.

- b) Access to a wide world of people, knowledge, techniques, ideas and practices, the official language and their literature, mathematics, science and technology, information tools and methods of social analysis, western and oriental philosophies and religion.
- c) Personal development for contribution to social transformation and vocational activities, entrepreneurship, creativity, communication and interpersonal conduct and self-awareness among others. These three goals should be pushed simultaneously from the beginning with their horizons broadcasting in responses to the level of maturity of the learner. Elements from any of the goals can also be utilized to inject functional value to existing programmes. Obanya construes functional content education as the situation in which the child is growing and the world he/she is going to live in should determine the way education is carried out, including what is taught and how it is being taught and learned.

It is on this basis, the paper elaborates on how the new secondary school curriculum could be used to develop individual learner towards increased productivity and improved quality of life. Thus, this paper defines curriculum as the reconstruction of knowledge and experience, systematically developed with the guidance of the school or relevant agencies which will enable the learner to have better mastery of learning experience for the learners' and the societal well-being.

Policy Implications for Educational Management and Administration

1. Administrative and Professional Support

Researchers have identified administrative and professional support as being necessary for teacher success and the implementation of new initiatives (Bakir, Devers, & Hug; 2016; Bautista, Ng, Múñez, & Bull, 2016). Areas of support fall into different categories, but administrative influence, related administrative roles, and professional development opportunities are prioritized within the literature, thus supporting the need to highlight these areas for the successful implementation of a new curriculum (Cetin, 2016).

Recent studies have shown that administrative support and professional development opportunities influence whether or not teachers feel supported and comfortable with new curricular implementations (Bakir et al., 2016). In accordance with the CBAM, the difficulty surrounding a new change or innovation potentially increases concerns and fears among staff members. An effective curricular implementation will also rely on the attitudes of the administration and teachers (Thorn & Brasche, 2015). One method that has been distinguished through the CBAM literature includes the need for administrative and professional support (Hall, 2015). Support is available through different forms of professional development and professional learning communities (PLCs), which are designed to address any concerns that might hinder the successful implementation of a change but these factors are highly dependent on the influence and roles of the administrators (Hall, 2015).

Over the years, many studies have determined the contributors to success and failure for new initiatives—specifically new-curriculum implementation—and have found that the administration's attitudes and perspectives influence teacher perceptions (Derrington & Campbell, 2015). An administrator who presents a negative attitude toward the initiative may cloud the perspectives of the teachers and could hinder the onset of implementation. Derrington and Campbell (2015) described educational administrators' perceptions and concerns for the implementation of policies for new teacher evaluation practices; their study, which focused on understanding which types of support the educational administrators who implement this change desire the most, found that educational administrators expressed a lack of time as their primary frustration. The educational administrators' dominant concern was related to time constraints. The study's primary finding was that concerns that failed to be addressed early in the process could potentially derail the change and hinder any possible results (Derrington & Campbell, 2015; Hall, 2015).

An educational administrator's influence during an innovation ties directly to trust building and the foundations for fostering mutual respect (Park & Ham, 2016). Mehdinezhad and Mansouri (2016) corroborated this notion by investigating teachers' self-efficacy and educational administrators' leadership traits. A significant relationship was proven to exist between these two areas. An educational administrator's positive influence and support of teachers' intellectual growth stood out as key areas in support of teacher efficacy. Self-efficacy is important for educational administrators to positively influence and encourage teachers while the teachers are experiencing changes that require action (Budak, 2015). Similarly, to research presented by Mehdinezhad and Mansouri (2016), Budak (2015) found trust building to be vital, in addition to educational administrators' attitudes about setting visions and goals for establishing a positive culture that is conducive to change. Establishing a shared vision, empowering staff, and building healthy relationships all allow educational administrators to better understand teachers' strengths and weaknesses, which then establishes trust and creates a positive influence over the staff (Torres, 2016).

2. Administrative Influence

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3. Professional Development

Professional Development offerings are key for supporting teachers in new initiatives (Smit & du Toit, 2016). One benefit of professional development includes teachers' increased comfort and skill levels for implementing new curricula. Relevant and effective professional development has been

found to promote confidence and a greater understanding of objectives (Lia, 2016). Having time and conducting research to develop meaningful professional development that will consider the needs, concerns, and experiences of the teacher will be valuable and likely to influence positive growth for the teacher (Lia, 2016). Coldwell (2017) found a connection between teacher confidence and professional development. Coldwell (2017) found that professional development increased skills knowledge, which enabled teachers' confidence in specific content areas; this in turn led to increased job satisfaction and professional motivation. A vital point in professional development effectiveness includes the influencing factors and concerns that could potentially direct the outcomes of the professional development. professional development quality, personal motivation, organizational support, and government mandates all fall under areas for teachers' concerns and barriers to implementing a curriculum with fidelity. These factors all influence how teachers respond to professional development (Coldwell, 2017).

Several studies have found that teacher efficacy stands out as an area supported by effective and relevant professional development (Margolis, Durbin, & Doring, 2017). The authors assessed teacher efficacy in integrating new curriculum standards into content areas in classroom teaching. The authors found efficacy to be a primary factor in a teacher's competency level when integrating different content areas into an agriculture curriculum. They recommended ongoing and relevant professional development to meet the needs of midcareer teachers. Maintaining teacher confidence and reducing anxiety through deliberate choices in professional development content both help to support teachers through curriculum changes (Margolis et al., 2017).

Kyndt, Gijbels, Grosemans, and Donche (2016) explored different types of professional development and their related effects on teachers. Kyndt et al. (2016) offer further insight into teachers' attitudes and beliefs as well as the concerns they experience from curriculum implementation through informal learning for professional growth. Teacher collaboration, team planning, or even mentoring may all be classified as informal learning opportunities. Informal learning, though not organized (as formal professional development is), allows teachers to work together to reduce the feelings of isolation they often experience (Kyndt et al., 2016). Perhaps most important, as Kyndt et al. (2016) note, is that experience and age do not appear to affect new learning as much as personal attitude does. Understanding the differences in attitudes could help to break down the barriers to full curricular implementation. What this situation shows is that professional development does not always need to be formal; most teachers hope that professional development will be relevant to their content areas and will allow them to collaborate and problem-solve.

Professional development plays a part in reducing anxiety when implementing a new curriculum (Hall, 2015). Caropreso et al. (2016) also found this to be true when using the SoCQ from the CBAM to assess teachers' perceptions of a mathematics curriculum during professional development. Cetin (2016) found similar conclusions as Bautista et al. (2016) regarding the benefits of professional development. Cetin (2016) included an increased understanding of science teachers' level of use for technology integration and the effect of professional development sessions designed to improve comfort and proficiency. The teachers initially showed little knowledge on the subject area and a lack of training and skills necessary for successful integration. Cetin (2016) reported that following the professional development sessions for technology, 58.5% of the teachers developed increased confidence and positive outlooks about the integration process. Cetin's study (2016) provides a concrete example of how professional development improves teacher proficiency as well as alleviates concerns through the practical application of the curriculum. Teachers become more likely to implement curricula with fidelity when they feel well prepared through professional development and develop the knowledge and awareness required for effective implementation (Cetin, 2016).

CONCLUSION

Some frameworks are trying to guide policy makers and designers on which concrete actions to take to tackle the various determinants of curriculum implementation in an effective way. This is the case of some public policy scientists, which are recently aiming to draw practical lessons for policymakers from complex policy theory (Cairney and Weible, 2018[47]). The rationale behind such efforts is to make academic knowledge on policy implementation useful for practitioners, who often lack the time to refer to research for guidance. Yet, there are few fully-fledged, action-oriented models that aim to help policy makers adopt more effective implementation practices. It may be because the contextual factors to each country or education system are specific and unique, and not easily transposable.

From the foregoing, it is observable that numerous challenges characterized 21st century education such as tension between global and the local (becoming a world citizen without losing your root); tension between universal and individual (maintaining one's culture yet blend with the progressive global world to choose one's future); and tension between tradition and modernity (adopting to change without compromising one's past, maintain one's authority yet allow the development of others). This has therefore necessitated the review of our educational curriculum. The paper submits that government alone cannot provide all required facilities if the new curriculum will be effectively implemented. To this end, all stakeholders in education sector should live up to expectation by contributing towards achievement of educational management objectives.

The literature shows that implementing an education policy fundamentally consists in getting a large number of actors to co-operate at various levels of the education system so a policy translates into new learning materials for students, new methods for teachers, new management practices for school leaders, new assessments, and many other policies that influence the content of education at the school level. Implementation entails an education policy being at least partially defined before it is carried out, but the process of implementing contributes itself to shaping the policy as perceived by the public. This is why understanding the context, the policy design itself and the human dimension of education policy is so important when designing and carrying out the implementation strategy.

RECOMMENDATIONS

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

1. Preparation of lecturers to face the challenges of an ICT enriched teaching and learning environment is crucial. Educators need to be equipped with the fundamentals of office automation and sufficient understanding on the integration of these tools in teaching and learning.
2. There is urgent need to orientate the educational administrators towards changing mind set and developing positive attitudes toward ICT application in teaching and learning.
3. Funding of education should be joint responsibility of all stakeholders i.e. Federal, State, Local and private individuals.
4. The educational managers and administrators should constitute a voice and a force to battle for the future of modern technology usage and professional development of educator.

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