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Degree of ICT Competence and Tutoring Willingness in Western, Nigeria, to take Advantage of new Technological Facilities.

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Abstract
The standard of expertise of university directors in successful ICT usage is linked to the productive incorporation of ICTs into colleges and their incorporation by tutors in improving students ' learning conditions. This descriptive survey was conducted to test the ICT capacity standard of the ICT teaching workers of the WESTERN Regions of NIGERIA, ready to implement ICT. A descriptive survey template was used. Questionnaires for data collection were the testing instrument utilized for the analysis. The sample size of 10 was drawn exclusively from the educational colleges in both areas. Furthermore, 195 tutors were chosen for the analysis by the use of random samples. Generally, ICT materials such as a machine for classes, teaching machine, internet searching from numerous websites were used by the heads of staff to a high degree of competence. There was proof that the tutors were able to embrace ICT in their teaching, utilizing Microsoft's terms, excellence and strength in teaching and purchasing personal computers to use for teaching. The result was that the heads had a strong degree of ICT experience and were therefore happy for the tutors to incorporate ICT in their lessons. Keywords: ICT experience, instructional technologies, ICT adoption of educational applications.

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1. Introduction

The improvement of science and technology, especially the usage of ICT in the new period, has greatly changed education and education. To fulfil the demands of modern education goals in the information-based economy, the educational transition has become a crucial problem across the world [1].

One of the responsibilities of the head of the College was to introduce ICT in colleges. Leaders must ensure that students' greatest advantages are supported by a successful ICT system and professional personnel. The director has the opportunity to understand the whole institution with the project, financial and other ICT projects. Over the last two decades, the presentation of ICT has meant a modern evaluation of the way colleges act as a network for learning, from schooling to industry and organization. ICT abilities are fundamental for the intent of developing frameworks for increasingly successful organisation procedures [2] including the role of the ICT foundation supervisory faculties and directors. For all authoritative purposes, ICT's main criteria must be recognized that ICT is a core section of attractiveness for students. The good instructional approaches can be understood by the development in the usage in ICT tutors [3]. Innovative gadgets including notepads, desktop computers and applications are currently a piece of an educators' specialist 'tool-stash': intuitive whiteboards, projectors, sophisticated cameras and scanners. Tutors are therefore dedicated to teaching the usage of ICT and enhancing the ICT capacities of students.

Many colleges and colleges in organizational governance are tied to ICT. The new emphasis should allow ICT tutors to render ICTs an integral part of the schooling and learning process understood and successfully elevated. Principals must help tutors link to their learners using more development, such as web 2.0 (weblogs and wiki) or "social programming" available as free web updates and the usage of items like iPod, mobile phones or PDAs near to home by

students. These are ICT learning devices which students use in their own lives. In most educational institutions, the usage of these and other ICT resources is basic and their successful teaching enables students to improve dedication and achievement in learning [4]. The 21st-century student is of a new generation, with a new group of individuals with more exceptional academic needs. They're digital indigenous citizens. Without a question, teachers are expanded as much as possible because of this different form of the pupil and checked for adaption, development and creativity in teaching. The purpose of the training is not to be impressed but to be learned. In either event, tutors can be modified for knowledge to students through new trends. For the Nigerian average instructor, the full collection and adaptation of the technologies may be an amazing challenge. There has been an open debate regarding the different occupations of the Tutors since the usage of ICT in education [5]. Truth be told that the past employment of tutors do not need a redefinition or supplementary employment for the tutors, modern developments in education do not. Tutors' roles have evolved and continue to shift from becoming an instructor to a creator, facilitator, facilitator and tutor. Today, tutors would promote the decision-making of students about the accuracy and validity of new outlets and information [3].

This shift calls for modern tutoring abilities. For teachers to be able to integrate ICT into their curriculum, a broad range of skills should be created, such as imagining, adaptability, measured skills for working and research elements, as well as the skills gathered from students for assignments, management skills and coordination and computer fitness. Tutors must upgrade their expertise and learn new competencies, which include new academic abilities and ICT health, to include education technologies entirely in their curriculum [6] in recognition of their new work. The research thus explored the ICT potential level that a principal must have and tutors' ability to implement new technological devices in education.

1.1. Research Objectives

i. NIGERIA ii to assess the extent of ICT competence of directors in the WESTERN areas.
ii. To evaluate instructor preparation in Volta and the Greater Accra regions of NIGERIA for the introduction of new technical tools in teaching.

1.2. Research Questions

i. In NIGERIA, WESTERN, what are the ICT skill levels?
ii. How can tutoring in the WESTERN regions of NIGERIA follow new technical devices for instruction?

2. Analysis

2.1 literature

Leadership at the ICT level is a crucial sector for management of the teaching and learning mechanism which is important to train the present generation of students with substantial knowledge and skills to become a winning citizen of the 21st century in today's society. [7] Found leadership to be essential in the development of strong, innovative colleges, fostering effective teaching and learning. These directors do not just handle a college's day-to-day job. They would also work on student curriculum, guidelines, decision-making information and recovery.

As described above, the directors take up a key position in the combination of technology [8]. This role allows tutors to guarantee that students are currently perfectly studying. According to this view[8] "Digital technology will be successfully modified in colleges if the principal successfully embraces it and learns, offers a good upgrade for the specialists and embraces the workers during the transition that has arisen." Then, the directors are one of the main representatives at the college level for growth. Their activities, desires and self-adaptation may have a significant effect on curriculum change and preparation. This needs viable managers to have knowledge, arrangements and results. For teachers and pupils, ISTE level is ultra-high expectations for education in technology. These requirements are meant for scholars, instructors, technology coaches managers and educators in computer science. The principal of the college of the 21st century should be an apprentice, a creative leader who should build the philosophy and culture of learning in the era of digitality. The leaders in this study are relevant since they can help incorporate technologies by promoting a collaborative commitment to ICT target setting and fulfilment. Bates (2011). Bates. Digital capabilities are also one of the credentials important in the information society since most knowledge-based practices are technology-based. The school students that we have in schools today include consumers of several New Technology services in the area of social networking in particular such as Twitter, Facebook, Instant Messages, Video Games, Forum, etc. Most of the life of digital aboriginal citizens today in our schools is submerged in social media. In this information age, administrators need to use ICT in everyday life to have steady to constructive leadership in technology usage in the learning phase. The reality, technology leaders should be informed. Technology leadership, as described in [3], requires both recognizing innovation and how it can be related to business growth. In a report that examined the work of technology managers in the learning state of three school regions of the USA [9], the College leaders would focus their resources on ten technology classifications: work already completed, organized, curriculum vitae, properties, personnel problems, correspondence, promotion, interruption, workforce growth and use. Principals must also recognize the boundaries of the latest technologies, can utilize them independently, and should foster the ethos of the college that promotes research in latest teaching, learning and management systems [10]. Colleges require leaders who will promote the process of transformation and enhance a technology-related learning network.

In [1] the attempt to reform the college was not particularly far advanced without the support of the representatives of the College. Similarly, Schiller claimed that "makers have a crucial job to do to promote educational reform." In their studies of the principal of the primary school as an ICT reform facilitator [10], principal students who follow a working growth strategy will build a realm which offers students and staff a higher profile. The attentiveness, interpretation and usage of ICT by directors are therefore important for the persuasive use of college computers [7]. In the case of a viable oversight, appraisal and/or backing of a classroom instructor [12], a college principal can become comfortable with the ICT and know what to do in schools. [3] also stated that college leaders should

themselves use technology, familiarize themselves with the way technology is used and have instruction for the College employees. This opinion is upheld by [3].

[7] also said that managers needed to use machines, obtain advice from experts, technology consultants associations, visit universities, conceptualize proposals and contracts and train 'smart' tutors in technology. As a consequence, the pioneer would need to know the conceivable implications and potential advancement of the technologies inside the college and how the college can coordinate these in training and training.

As supervisors, the directors have to ensure the technology mix is maintained [3]. The views of [4] productive can inspire the college directors to have a common goal to reconcile technologies far-reaching and develop a sector and community that seeks to achieve this goal. Besides, these administrators can be passionate about supplying specific team members with the best ICT professional workforce improvement [1-4]. Along these lines, as she pushes technological reconciliation, the principal's role shifts. Like the exam by Yee, the finding by Schiller is a core factor in the support of technologies but also promotes reform and methodologies of intercession in educational learning [7]. He also claimed that the directors would collaborate with the teaching staff to lead the technology infusion in their colleges viable. They should be trained and continuously improve the usage of technologies to guide this incorporation. Administrators who are trained and technologically comfortable would then become central actors to push and support the College's technology. At that point, the director wants to take the lead and should be able customers of ICT products. As seen above, the administrators who utilize technologies are even more successful in obtaining and then placing it in terms of preparation and schooling while they are researching theories. In these respects, administrators need to consider how to leverage technology to transform strategies to accomplish different targets as an impetus for transform and a device to create, execute, track and interact a different method of learning and education [5]. These modern models share educational activities that involve complex participation, collaboration, a concerted initiative, analytical thought, key thought, autonomous analysis and genuine tasks [5]. From now on, leaders almost definitely must respond to shift as the earth shifts and builds. At this point, the survey aims to define the leadership style needed to help the supervisor to respond to the demands of this creative and pedagogical transition.

2.2. The Willingness of Tutors' to Adopt ICT

Studies have found that ICT incorporation in schools worldwide is quite badly applied. Although several tutors are conscious that ICT incorporation will support teaching students, most still do not want to incorporate ICT into education [6].

Many scholars have investigated the extent of ICT use of tutors and relevant factors in colleges [7]. Research by [8] evaluated the ICT standard of tutors and the degree of ICT inclusion of teaching in the classroom. It noticed that the basic ICT awareness of vocational educators was appropriate. [7] a theoretical method was used to analyze college educators' assumptions regarding the usage of educational information technology. The findings indicate that the convictions and behaviours of the tutors affected their usage of ICT in the classroom. In another analysis of 390 Tutors [9], the tutors investigating teaching methods noticed that few Tutors did ICT in the classroom, even though they were nearly all sufficiently ICT competent. [2] a study of educators has been carried out in 11 schools, and fewer than a fifth of teachers have consistently used ICT in their classrooms. [2] causes that facilitated the Tutors' creative usage of ICT were explored. Their research found that the professor had a positive impact on the creative usage of ICT through his learner-oriented pedagogical attitudes, machine interactions, positive attitudes to technology, and personal business. [2-6] The use of education technologies by Turkish VET school educators have been observed. They observed that ICT was more commonly utilized by educators for administrative reasons and fewer for real educational purposes. [3], the ICT approval degree of Malaysian high school tutors was examined. You learned that older tutors will regularly use teaching in classrooms rather than new tutors. Older tutors can quickly incorporate education technologies in their teaching work, with teacher knowledge as well as basic ICT skills. [4], the educators claim that if teaches' training programs rely on ICT and novel techniques for class activities they can embrace and incorporate the ICT in their classroom. This migration would allow teachers, who already have the experience of teaching and material, to efficiently use technical knowledge to direct digital natives along their route.

3. Methodology

A descriptive survey template was used. In NIGERIA's Greater Accra and Volta Areas, the focus demographic was the college heads and tutors in colleges of education. The formula "Yemane" has been used to measure the sample size of the tutors, whereas 10 teachers in the two regions have been deliberately chosen because of their small number from Colleges of Education. Furthermore, 195 tutors were chosen for the analysis by the use of random samples. Copies of a questionnaire developed for this purpose became the main method for the data collection for the analysis. The data obtained were evaluated using the Social Science Statistical Package (SPSS) version 25. The empirical study was focused on statistical figures, charts, ratios, frequencies, means and standard deviations. The theory was checked for regression and association.

4. Results

4.1. Gender of Respondents

The plurality (7) of the primary, 70% males, and the remaining 30% female, are contained in Table 1. For the plurality (125) of the Tutors, 64.1% were men and 70% were women, representing 35.9%.

Figure 1 shows that all the directors of the universities of question comprising 100% had a personal device. Regarding the majority of tutors (188) of which 96.4% had personal computers and only 3.6% had no personal computers.

Table 1: Gender of respondents and the availability of personal computers

	Principals (Total=10)	Tutors (Total=195)
Variables	N (%)	N (%)
Male	7 (70)	125 (64.1)
Female	3 (30)	70 (35.9)

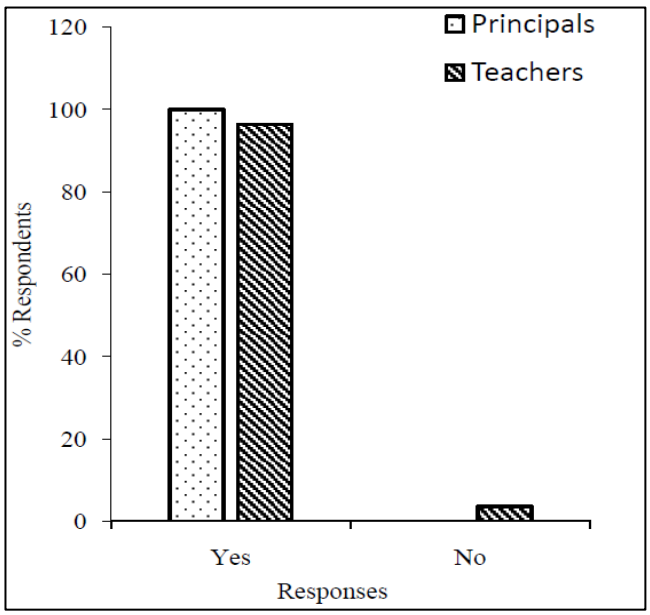

Fig. 1: Availability of personal computers by respondents

Table 2: The principal's proficiency level of ICT usage

Statement	N	Min.	Max.	Mean	S.D	Remarks
I can use internet for accessing information on my computer	10	1	5	3.91	0.433	High
I can use email to communicate with colleagues, family and friends	10	1	5	4.13	0.365	High
I can use computer for performing assignments	10	1	5	4.20	0.341	High
I can use computer for keeping records/data	10	1	5	4.52	0.316	High
I can use computer for making presentation	10	1	5	4.34	0.338	High
I can use computer for teaching	10	1	5	4.42	0.321	High
I can browse on the internet	10	1	5	3.96	0.411	High
I can use projector for doing presentations	10	1	5	4.05	0.409	High
I can use Microsoft word, excel, and power point for document preparation	10	1	5	4.47	0.314	High

Table 3: Tutors' willingness to adopt modern technology devices

Statement	N	Min.	Max.	Mean	S.D
Tutors are willing to use projectors in teaching	195	1	5	4.31	0.364
Tutors are willing to use Microsoft word, excel and power point in teaching	195	1	5	4.12	0.381
Tutors are willing to purchase computers to use for teaching	195	1	5	3.84	0.421
Tutors are willing to use email in communicating with colleagues and students	195	1	5	4.09	0.394
Tutors are willing to use internet for accessing information in the classroom	195	1	5	3.89	0.486
Tutors are willing to use computer to perform assignments	195	1	5	4.22	0.354
Tutors are willing to use computer for keeping records/data	195	1	5	4.18	0.351
Tutors are willing to use computers for making presentation	195	1	5	3.97	0.460
Tutors are willing to use software packages (SPSS, STATA, etc.)	195	1	5	3.72	0.471
Tutors are willing to be trained to build their capacity in ICT	195	1	5	4.17	0.344

4.2. Principals ICT Proficiency Level

A descriptive study was carried out to calculate the statistical effects of the indicator in Table 2, using the means and standard deviations (SD) for determining the extent of ICT competence of leaders in Education Colleges in the WESTERN Regions in NIGERIA. In the calculation of the agreements of the respondents at their ICT ability stage, a scale varying from 1 to 5 (1. Very poor, 2. poor, 3. moderate, 4. strong and 5. Very strong) was introduced. The mean of the 3.5 to 5 represented ICT respondents, the average of 2.5 to 3.4 means that the respondents are moderate in their ICT skills and the average of 1 to 2.4 suggests that the respondents with a low degree of ICT skills are using.

The plurality of principals from Table 2 had a strong degree of internet use expertise with an overall device score of 3.91, S.D 0.433. As regards the willingness of principals to reach their coworkers, families and friends by email, most directors had a high degree of expertise with an average value of 4.13 and SD of 0.365. Many administrators have a strong degree in machine use expertise for jobs with a medium score in 4.20 and an SD of 0.341. The mainstream of the managers had high computers for records/data, which reported an average

value of 4.52 and an SD of 0.316. For the largest level of administrators, computers with a median value of 4.34 and SD of 0.338 were extremely trained. Many of the administrators even had high computer expertise

For reading a mean of 4.42 and an SD of 0.321. for lecturing. In regards to the willingness of the principal to search the internet, most directors had a strong degree of proficiency with a mean value of 3.96 and an SD of 0.411. Most directors often used projectors with a mean value of 4.05 and an SD of 0.409. The rest were extremely qualified. Most of the principals have used Microsoft Word, Excel and PowerPoint for an overall rating of 4.05 to an SD of 0.409.

Table 3 reveals that most teachers are trained to use projectors with a mean value of 4.31 and S.D 0.364 for teaching. In support of the preference for Tutors to use Microsoft's terms, excellence and intensity, many Tutors agreed with a mean value of 4.12 in this article and an SD of 0.381 in this regard. Many Tutors decided that they would be prepared to buy machines with a mean value of 3.84 and an SD of 0.421 for teaching. The Tutors' mainstream decided that in interacting with colleagues and pupils, they can use the e-mail that reported averaging 4.09 and an SD of 0.394. The highest category of the tutors accepts that they can use the internet to obtain knowledge at a mean of 3.89 in the classroom and an SD of 0.486. Most tutors have decided to render assignments with a median of 4.22 and an SD value of 0.354 machines. They can use their machine. For the Tutors who are ready to use computers for records/data, this item is approved by most tutors with an average value of 4.18 and an SD of 0.351. Most Tutors have decided that they can use machines with a mean value of 3.97 and an SD of 0.460. Most tutors believe that they are trained, with a mean value of 4.05 and an SD value of 0.409 to use program packages (SPSS, STATA, etc.). In the end, several tutors decided on the readiness to be qualified in the use of ICT facilities with an overall value of 4.17 and an SD of 0.344.

4.3 Discussion

Table 2 findings show that the leaders of schools at the WESTERN schools in NIGERIA have high levels of competence in using ICT materials; the internet for computer knowledge, e-mail contact with colleagues, families and mates, computers for tasks; computers for record-keeping and data processing; computers for presentation development. The results of Table 3 show that the tutors are prepared to embrace the information technology utilizing ICT; use the teacher projectors; use Microsoft terms, excellence and PowerPoint in teacher education; buy computers for teachers, use the email to interact in classroom information, use a computer to do business, use computers for records/data, and use the Internet for information in classrooms; These findings are compatible with the finding of[8], whose research suggested that ICT integrating teachers themselves play a key role in college ICT integration. According to [8] this lets Tutors strive to incorporate ICT into their instruction, which allows students perfectly educated. The attentiveness, interpretation and usage of ICT by directors are therefore important for the persuasive use of college computers [7]. In the case of a viable oversight, appraisal and/or backing of a classroom instructor [2], a college principal can become comfortable with the ICT and know what to do in schools. This opinion is supported by [3] who have found that college leaders themselves can use technology, familiarize themselves with how technology should be used, and display the instruction to college employees.

5.0 Conclusion

It can also be inferred that ICT materials such as computer for introduction, computer for instruction, Internet searching of various web pages, predictions and the usage of Microsoft Term, Perfection, and PowerPoint for paper preparing were averaged by seniors at schools of education in WESTERN. Tutors were able to use projectors in teaching, use Microsoft word, superior and strong point in teaching and buy computers for teaching by way of their plan to use ICTs in their teaching.

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