

USING ICT IN TEACHING NUMBER AND NUMERATION IN PRIMARY SCHOOLS IN ENUGU METROPOLIS

By

Ozomadu, Eric A

Department of Computer Science and Mathematics, Godfrey Okoye University, Enugu

Abstract

This paper examines the contemporary uses of ICT for teaching and learning of Number and Numeration in Primary Schools in Enugu metropolis. The study was a descriptive survey design. A stratified sample of 54 mathematic teachers from both private and public schools were used for the study, out of a population of 146 mathematics teachers. Three research questions guided the study. A questionnaire constructed by the researcher was used to collect data and analyzed using frequencies and percentages. Technological innovations mainly in the areas of computers and information technologies as it affects teaching and learning of mathematics in the primary schools are the constituents of the topic, also its implications and limitations. The findings revealed that many schools have computer in their time table as a subject and computer laboratory. Many schools agreed that they do not have mathematics computer software. Based on the findings, it was recommended that government should provide ICT infrastructures in schools to encourage the use and also employ qualified teachers. The stakeholders and government should monitor and enforce the use of ICT in teaching mathematics in schools in Enugu metropolis.

Introduction

Information and Communication Technology (ICT) is more than the use of computers internet facilities (browsing) and programmed calculations. It has been a house hold name in the world's of science and technology, engineering and of course, mathematics. It has become a subject of great concern to mankind indeed, for sustainability of all forms of development (Emmanuel, 2008) in Guwam (2014). At present and in the contemporary society, one does not need the services of a seer or a pastor before understanding that our world is ICT- driven (Fadare&Ayeni, 2013). In the past, teachers used crude tools like pepples, bottle-tops and of course stick for counting, numbering and calculating but now calculators are in vogue to facilitate calculations. The development in science and technology enhanced programmed calculating devices like, abacus, for effective teaching and learning in primary schools. The discovery of information and communication technology (ICT) has made possible collaborative teaching and learning which has changed from traditional learning to electronic learning approach. According to Udofia and Udo (2013), they were of the view that the change from teacher-centered to learner- centered has created a close connection between knowledge construction and reflective action among students and the need to embrace information technologies. This has actually made it possible for mathematics teaching and learning to have switched over to student centered-approach rather than teacher-centered. In this case, the student is in the center of inquiry, thinking and problem solving based on information accessed from a variety of source.

According to Odili (2006), mathematics is the queen of the sciences .No nation can achieve meaningful scientific breakthrough without a strong foundation in school mathematics. However, in Nigeria, based on National Economic, Empowerment and Development Strategies (NEEDS, 2005), six goals were set for education in Nigeria to promote the use of ICT capabilities at all levels of education (Guwam, 2014). The goals include; to ensure that 50% of secondary schools have functional ICT facilities and to ensure that 50% of teachers at all levels are trained computer skills. Moreover, mathematics is a scientific tool that is developed for the solving of problems. In other words, computer and programmed calculators are being used to facilitate teaching and learning processes in mathematics.

Some of the areas in which ICT can be used in the teaching of Numbers and Numeration in the upper primary i.e.elementary4-6 include: