1. Numbers and numeration which include the four operations of addition, subtraction, multiplication and division. Also Cuisenaire rods are used in teaching this.

2. Geometry- representing shapes where interactive board is used. Also computer assisted instruction (CAI), construction models of plane shapes and solids are also used in teaching geometry.

The use of Cuisenaire rods are being used to demonstrate addition.

Demonstration of Addition using Cuisenaire Rod

| A | |
|---|---|
| E | G |

**a=e+g**

Here there are three rods a,e.g. The two rods e and g together make up the length of rod a. they can be interpreted in four ways: a=e+g, a=g+g, a-e=g, a-g=e (Obodo, 2004). Despite the value of ICT in our education sector, there are numerous problems hindering the use of ICT in our primary schools which include problem of internet, network failure, and lack of knowledge of ICT etc. Others include difficulty in interacting ICT to instruction, insufficient teaching time etc. It is against this backdrop that the researcher is investigating the uses of ICT facilities in the teaching and learning of number and numeration in Enugu metropolis.

Poor performance in mathematics despite the attention given to it cannot be over emphasized. The blame for the poor performances goes to the parents. Others blame students' nonchalant attitude to mathematics while some attribute poor performance to unqualified candidates presented for an examination. Teachers of mathematics are expected to create ways of reducing mathematics phobia which can affect interest in the subject. The best way out is to vary the methods of teaching specific topics for maximum comprehension of the contents. Mathematics students have increasing motivation and interest when exposed to the use of ICT in the teaching and learning of mathematics. It is, however, imperative to include ICT in the teaching and learning of mathematics in our primary schools especially in Enugu metropolis. In Nigeria, teachers are encouraged to use computer and Computer Assisted Instruction (CAI) in the teaching and learning process I order to ensure sustainability of our drive towards science and technology. However, there is need to find out how our schools have embraced this initiative.

**Purpose of the Study**

The purpose of the study was to investigate the use of ICT in teaching Number and Numeration in Primary schools in Enugu metropolis. Specifically the study intends to:

1. Determine the extent to which ICT infrastructure in primary schools in Enugu metropolis is available

2. Find out the level of usage of ICT for teaching and learning of numbers and numeration in Enugu metropolis by private and public schools.

**Research Questions**

The following research questions guided the study;

1. To what extent is ICT infrastructure available in primary schools in Enugu metropolis?
2. Do public and private schools vary in using ICT for teaching and learning mathematics?

**Method**

The research design used was descriptive survey. The population of the study comprised of all the primary schools in Enugu metropolis. A sample of 54 schools was randomly sampled for the study.