

	mathematics through computer?				
4.	Are you aware that there is computer software Used in teaching mathematics?	34(63%)	20(37%)	39(72%)	15(28%)
5.	Are you sure computers can enhance performance of students in mathematics?	54(100%)	0%	54(100%)	0%

Table 2 shows the difference in the use of ICT in teaching and learning of mathematics between private and public schools. 93% and 100% of teachers respectively in private and public schools responded that computer can be used for teaching mathematics. Besides 63% and 72% respectively of teachers in private and public schools agreed that computer software can be used for teaching mathematics. 100% of teachers in public schools are willing to learn mathematics through computer. Furthermore, 93% of teachers in private schools and 100% of teachers in public schools said they need training in the use of mathematics software. 100% of teachers in both private and public schools agreed that computer enhance the performance of students in mathematics.

### Discussions of Findings

The findings on the availability of ICT infrastructure in primary schools in Enugu metropolis revealed that many schools (89%) have computer in their time table as a subject while 75% agreed having computer laboratory. Many schools said that mathematics computer software were not made available. The findings for research question 2 indicated that computer and computer software can be used for teaching mathematics, especially number and numeration in primary schools. Accordingly, ICT – based activities are used in some current school based project to make mathematics more exciting, relevant and challenging to young learners (Oldknow, 2008) in Guwan (2014). Also noted was that pupils/ learners are willing to learn through computers. The rapidly increasing use of ICT in mathematics classroom clearly influences the way in which teachers teach and learners learn (Tandi-May, 2008) in Guwan (2014). From the findings it was discovered that many teachers still need training in the use of mathematics software.

### Conclusion

The study examines the contemporary uses of ICT for teaching and learning of number and numeration in primary schools in Enugu metropolis. It is a descriptive survey design. The findings showed that computer and computer software can be used for effective teaching and learning of each and learners learn mathematics. The study also indicated that learners are willing to learn through computer and also influences the way teachers teach and learners learn.

### Recommendations

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

1. The use of ICT in teaching and learning of mathematics (Numbers and Numeration) in our primary schools cannot be properly done without concretizing the abstract nature of the subject by the use of ICT that appeals so much and sensitize the learners. Therefore, equipped laboratories of functional ICT equipment should be provided.
2. It was also recommended that teachers of this subject should be well trained to avoid jeopardizing this laudable initiative from government.
3. Supervision of schools should be done on a regular basis to ensure that ICT facilities are in place and to put them in a proper use and also those that have not should be supplied with ICT facilities.