

The Readiness of Sorsogon State College Faculty for Teaching with ICT: Basis for a Faculty Training Program

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Catherine A. De Castro¹, Errol G. De Castro², Noe B. Atutubo³
Sorsogon State College – Sorsogon City Campus, Sorsogon City; Sorsogon State College – Bulan Campus, Bulan, Sorsogon
cathyadecastro@yahoo.com¹, decastro_errol@yahoo.com.ph²

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Abstract – *Information and communication technologies (ICT) such as computers, multimedia systems, productivity software, and the Internet have greatly improved the performance of different organizations and influenced higher learning institutions like Sorsogon State College (SSC) to develop and implement innovative teaching and learning methods. However, despite the many benefits of ICT when used in education, there are still faculty members who do not use these technologies for teaching. Hence, this research was conducted to assess their readiness for teaching with ICT.*

Findings revealed that most of the surveyed respondents were above forty-five years old, have 1-10 years of government service, and have specialization in the field of education. In terms of readiness to teach with ICT, the results disclosed that they were fairly ready along human-resource readiness, ready along technological skill readiness, and much ready along equipment readiness. Their age was not significantly related to their human resource readiness but significantly related to their technological skill and equipment readiness. The respondents' number of years in the government was significantly related to their readiness to teach with ICT in terms of human resource, technological skill, and equipment readiness. Their field of specialization was not significantly related to their readiness to teach with ICT. Among the most identified factors why some of them do not use ICT resources were unavailability of ICT resources, lack of knowledge and lack of familiarity to ICT. The output of this research is a faculty training program to enhance their know

Keywords – *Readiness for Teaching with ICT, Sorsogon State College, Teaching with ICT, ICT, Readiness*

INTRODUCTION

Today's modern world has offered various advanced technologies that are helpful to society. Information and communication technologies (ICT) such as computers and internet have improved the performance of many organizations and influenced learning institutions to develop new teaching and learning methods. Due to globalization, ICT has become an important part of education. UNESCO [1] believed that integrating ICT in education can help to bring quality education to everyone. In addition, Tchombe et. al [2] affirmed that ICT when used appropriately can stimulate the development of higher cognitive skills, deepen learning and contribute to the acquisition of skills needed for learning and for working in today's job market. Furthermore, Nurmi et. al [3] mentioned that it's difficult to separate technology and the whole school

innovation process from each other. Hence, integrating ICT in higher education curriculum is being encouraged by policy makers in Sorsogon State College (SSC) and in other higher educational institutions in the country.

Several studies in the past have revealed the positive effects of ICT in teaching. Look [4] in his study on the use of technology in education disclosed that those students in technology rich environments experienced positive effects on performance in all subject areas. Barak's [5] study revealed that the use of ICT in education would promote deep learning and allow schools to respond better to the varying needs of the students. Tahir [6] concluded that the use of computer-based learning approach in teaching of mathematics at secondary level in Pakistan can be encouraged for better achievement and retention of the subject. Moreover, Siskos, Antoniou,

Papaioannou, and Laparidis [7] revealed that multimedia computer-assisted instruction is an effective tool to introduce health-related physical education programs for young students. Furthermore, it was revealed that the use of interactive multimedia software motivates students and leads to improved performance [8]. Similarly, Andrewartha and Wilmot [9] found out that multimedia provides educators with tools to bring learning alive for students. It enables students to work actively which is a shift from traditional lecture. These studies provided support to this research on the positive effects of ICT on students' performance if teachers will integrate it in teaching and learning process.

Khirwadkar [10] stated that a teacher plays a pivotal role in the process of teaching and learning. He also mentioned that knowledge of ICT and skills to use ICT in teaching has gained enormous importance for today's teachers. He also stressed that teachers are expected to know to successfully integrate ICT into his/her subject areas to make learning more meaningful. Furthermore, it is important for teachers to be computer literate, and be prepared to use information technology in schools [11].

However, despite the many benefits of ICT when used in education, there are still teachers who do not use these technologies for teaching. Lau and Sim [12] mentioned that in many cases, the potential benefits of ICT in educational purpose is deprived because many teachers are not ICT literate and do not use it in their teaching. Boakye and Banini [13] on their study on teacher ICT readiness in Ghana, Africa disclosed that 71% of teachers do not use ICT in classrooms. The reason for this was the lack of ICT skills. According to Hoseanto [14], in order for the teachers to be prepared for teaching with ICT, the following recommendations must be considered: (1) prepare teachers with proper and adequate ICT skills and knowledge, (2) trainings and access to ICT facilities need to be available for teachers, and (3) teachers need more time to prepare materials with ICT, so it is advisable not to burden teachers with too many teaching periods and responsibilities.

Similarly, Tella, Toyobo, Adika, and Adeyinka [15] found out that the factors that hindered teachers' readiness and confidence in using ICTs in Nigerian Secondary Schools were lack of expertise with ICT, lack of knowledge on how to evaluate the use and the role play by ICT in teaching and learning, insufficient

knowledge of appropriate software, insufficient knowledge of how to use ICT equipment, and lack of confidence in using ICT.

Nurmi, et. al [3] also concluded that the successful ICT implementation needs staff and student ICT competence to get things going, technological resources to enable teachers to use computers, teachers' integrating skills to use computers in a way that supports students' learning. In addition, Karpati, Torok, and Szirmai [16] stated that teachers have been identified as key factors for ICT supported educational reform by several international surveys. Moreover, according to Samoff, Sebatane, and Dembele [17], to make innovations and reforms meaningful, those who will be most directly affected in schools would be teachers, students, parents and administrators who need to be part of the conception and planning process.

The literatures previously mentioned lend support to the researchers on their purpose for the conduct of the study. Prior to the implementation of ICT integration policy in higher education, the preparedness of the teachers in using ICT must first be evaluated so that the administration can do the necessary actions. Teachers are the facilitators of learning. Therefore, teachers must be given the highest priority to make sure that they could give the quality education their students deserve. In addition, school administrators should also be considered as an important factor for teachers' readiness in utilizing ICT. Policies on the use of ICT in the delivery of instruction must be carefully planned and be made by them to support and encourage more teachers to use computer hardware and software in teaching.

As a premier higher educational institution in the province of Sorsogon, SSC aims to produce quality graduates by providing quality instruction in all its programs. The faculty members of the college are encouraged to employ modern methodologies such as using computer-based resources in teaching. With this, the researchers were motivated to investigate the readiness of SSC faculty for teaching any subjects with ICT. The results of this study would serve as basis of the policy and curriculum makers in providing the necessary actions to help the faculty members use ICT in their classrooms.

OBJECTIVES OF THE STUDY

The main objective of this research was to assess the readiness of SSC faculty members for teaching

any subjects with ICT and develop a research-based faculty training program on ICT. Specifically, this study aimed to determine the profile of faculty in terms of age, years in the government service, field of specialization, ICT trainings attended for the last five years, and ICT seminars attended for the last five years. It also assessed the readiness of faculty for teaching with ICT in terms of human resource readiness, technological skill readiness, and equipment readiness.

It also determined the significant relationship between the profile of the faculty in terms of age, years in the government service, and field of specialization with readiness along human resource readiness, technological skill readiness, and equipment readiness. It also investigated their purpose for using ICT resources along teaching, professional development, personal use and administration. It also identified factors affecting their utilization of ICT resources. Lastly, it aimed to develop a research-based faculty training program to prepare the faculty for teaching with ICT

MATERIALS AND METHODS

The study employed the descriptive research design. Specifically, descriptive-correlational method was used to determine the relationship between the profile of the faculty and their readiness to teach with ICT. It was conducted during the academic year 2012-2013. Table 1 shows the respondents of the study. Out of 247 full-time faculty members, 147 were derived as sample respondents using the Slovin's formula. Ninety-eight (98) were from Sorsogon City campus, twenty-eight (28) from Bulan, fourteen (14) from Castilla, and seven (7) from Magallanes.

Table 1. The respondents

Campus	No. of Respondents
Sorsogon City	98
Bulan	28
Magallanes	14
Castilla	7
Total	147

To gather data from the respondents, a survey questionnaire was prepared. Part 1 dealt with faculty profile in terms of age, years in the government service, field of specialization, and ICT trainings and seminars attended for the last five years.

The second part of the instrument dealt with the faculty's readiness for teaching with ICT. The readiness model of Chapnick [18] gave the researchers

a concrete idea on how to measure the readiness of SSC faculty for teaching with ICT. Chapnick's [18] readiness model includes eight factors. The researchers measured only three readiness factors. Items in the second part of the instrument were grouped into three categories namely: human-resource readiness, technological skill readiness and equipment readiness. All items were measured on a five-point Likert scale, with 5 indicating "very much agree (very much ready)" and 1 "not agree (not ready)". Table 2 shows the scale used to interpret the readiness of the faculty for teaching with ICT.

Table 2. Scale used to interpret the readiness of the faculty for teaching with ICT

Scale	Interpretation	Mean Range	Interpretation
5	Very much agree	4.50 – 5.00	Very much ready
4	Much agree	3.50 – 4.49	Much ready
3	Agree	2.50 – 3.49	Ready
2	Fairly agree	1.51 – 2.49	Fairly ready
1	Not agree	1.00 – 1.50	Not ready

Items along technological skill readiness were based in domain A - Technology Operations and Concepts of the National ICT Competency Standards (NICS) for Teachers which was formulated by the Commission on Information and Communications Technology in 2006. The third part of the questionnaire dealt with the faculty's use of ICT. Some of the items stated in this portion were based from the questionnaire used by Williams, Wilson, Richardson, Tuson and Coles [19] of Robert Gordon University in their study on the "Teacher's ICT Skills and Knowledge Needs". The items were modified to suit the needs of the researchers. The responses in this part of the instrument revealed the faculty's purpose for using ICT resources and the reasons for not using ICT resources.

The primary source of data was the responses of the respondents in the survey questionnaire. Prior to the actual distribution of questionnaires, the instrument was shown to some experts to give judgment on the appropriateness and suitability of the instrument. A dry-run was also conducted. After the revision of the instrument, the researchers personally distributed and retrieved the questionnaires from the respondents in Sorsogon City, Bulan, Castilla, and Magallanes campuses.

To interpret the data, statistical tools such as frequency count, percentage, rank, weighted mean, and chi square were used. In terms of faculty profile, frequency count and percentage were used. In terms of readiness, weighted mean was used.

Chi square was also utilized to determine the relationship between the profile of the faculty and their readiness to teach with ICT. Frequency count and rank were used to find out the faculty's purpose for utilizing ICT.

RESULTS AND DISCUSSION

The data in this study were grouped as follows: (1) Profile of faculty (2) readiness of the faculty for teaching with ICT (3) relationship between the profile of the faculty and their readiness to teach with ICT (4) faculty's purpose in utilizing ICT resources (5) the factors affecting faculty's utilization of ICT, and (6) the developed faculty training program to prepare the teachers for teaching with ICT.

Profile of the Faculty

Table 3. Profile of faculty in terms of age

Age bracket	f	%
18 – 24	12	8%
25 – 31	31	21%
32 – 38	27	18%
39 – 45	17	12%
More than 45	60	41%
Total	147	100

Table 3 presents the profile of the faculty in terms of age. It was revealed that 41% of the total respondents were more than 45 years old, 21% were 25-31 years old, 18% were 32-38 years old, 12% were 39-45 years old, and 8% were 18-24 years old. Finding implies that most of the respondents in this research are more than 45 years old.

Table 4. Profile of faculty in terms of years in government service

No. of Years in Government Service	f	%
1 – 10	74	52%
11 – 20	13	9%
21 – 30	21	15%
31 – 40	28	20%
More than 40	6	4%
Total	142	100

The profile of the faculty in terms of years in government service is reflected in Table 4. It can be gleaned from the table that 52% of the respondents

have 1-10 years government service, 20% have 31-40 years government service, and 15% of them have 21-30 years of service in the government. In addition, 9% of them have 11-20 years of service in the government and only 4% of them have more than 40 years of government service. Results revealed that majority of the respondents have 1-10 years of government service. This implies that the respondents of this research are dominated by those faculty members who are still young in the service.

Table 5. Profile of faculty in terms of field of specialization

Field of Specialization	f	%
Agriculture	15	10%
Agricultural Development		
Agricultural Technology		
Agriculture		
Architecture	5	3%
Education	64	44%
Secondary Education		
Technical Teacher		
Education		
Engineering	8	5%
Mechanical Engineering		
Industrial Engineering		
Fisheries	3	2%
ICT	7	5%
Computer Science		
Information Technology		
Management	5	3%
Accountancy		
Business Administration		
Entrepreneurship		
Technology	38	26%
Automotive		
Civil		
Electrical		
Electronics		
Food Services		
Garment		
Mechanical		
Others	2	1%
Psychology		
Language and Literature		
Total	147	100%

Table 5 presents the profile of the respondents in terms of specialization. It can be seen from the table that 44% of the respondents have their specialization in education. Twenty – six (26%) of them have specialization in technology programs, 10% in agriculture, 5% in ICT and in engineering programs, 3% in management and in architecture programs, 2%

in fisheries program and 1% in psychology and language. Findings signify that majority of the respondents have their specialization in the field of education. This implies that most of the respondents of this research are graduates of education courses.

Table 6. Faculty profile in terms of ICT trainings attended for the last 5 years

ICT Training Attended for the Last Five Years	No. of Faculty	Percentage
Faculty with ICT Trainings	14	9%
Faculty without ICT Trainings	134	91%
Total	147	100

Table 6 shows the profile of the faculty in terms of ICT Trainings attended for the last five years. It was revealed from the survey that 91% of the respondents have not attended ICT related trainings for the last five years. Only 9% of them have ICT trainings.

The trainings attended include the following: iSchools training, web design, advanced online writing techniques, basic online writing techniques, basic computer literacy course, computer and internet literacy course, Auto CAD, database management and software development. The findings show that majority of the respondents have not attended ICT related trainings for the last five years. Hoseanto [14] in his study stated that there is a need for teachers to have proper and adequate ICT skills and knowledge. Therefore, there is also a need for the faculty members of the college to be knowledgeable and skilled in ICT. These skills and knowledge may be acquired through trainings.

Table 7. Faculty profile in terms of ICT seminars attended for the last 5 years

	No. of Faculty	Percentage
Faculty with Seminars Seminar on cloud computing	1	1%
Faculty without Seminars	146	99%
Total	147	100

Table 7 reflects the profile of the faculty in terms of seminars attended for the last five years. It can be gleaned from the table that 99% of the respondents

have not attended seminars related to ICT for the last five years. Only 1% of them attended a seminar on cloud computing. The result implies that since most of the respondents have not attended ICT seminars, then their readiness for teaching with ICT is somehow affected. As Nurmi, et. al [3] concluded in their study, successful ICT implementation needs staff and student ICT competence to get things going, and technological resources to enable teachers to use computers.

Faculty's Readiness for Teaching with ICT

Table 8. Human resource readiness of the faculty

Statements	Weighted Mean	Description
1. I attended in-service trainings to develop my skills in ICT	2.77	Agree (ready)
2. I attended in-service seminar-workshops on the latest trends and applications of ICT	2.57	Agree (ready)
3. I was sent by the college to participate in ICT trainings sponsored by other institutions	2.08	Fairly agree (Fairly ready)
4. I was sent by the college to attend seminar-workshops on ICT sponsored by other institutions	1.98	Fairly agree (Fairly ready)
5. I could feel the support of the administration on the use of ICT for teaching	2.98	Agree (ready)
Average Weighted Mean	2.48	Fairly ready

Table 8 presents the human resource readiness of SSC faculty. The respondents' attendance to in-service trainings to develop skills in ICT obtained a weighted mean of 2.77 described as "ready". Attendance to in-service seminar-workshops on the latest trends and applications of ICT got a weighted mean of 2.57 described as "ready". Participation in ICT trainings sponsored by other institutions obtained a weighted mean of 2.08 described as "fairly ready". Attendance to seminar-workshops on ICT sponsored by other institutions has a weighted mean of 1.98 interpreted as "fairly ready." Support of the administration on the use of ICT for teaching has a weighted mean of 2.98 described as "ready". Having an average weighted mean of 2.48, this result implies that the respondents were fairly ready to teach with ICT.

The result signifies that the respondents have little participation to trainings and seminars sponsored by other institutions. As Hoseanto [14] recommended in his study, teachers must be given adequate trainings to ICT. Moreover, the results affirm that the faculty training program developed by the researchers needs to be implemented.

On the other hand, the researchers found out that there was contradiction on the profile of the faculty in terms of seminars/trainings attended and their human resource readiness. As reflected in the profile, majority of the respondents have not attended seminars and trainings for the last five years. In terms of human resource readiness, the respondents affirmed that they have attended and participated in ICT related trainings and seminars. Thus, they were fairly ready to teach with ICT.

Table 9. Technological skill readiness of the faculty

Statements	WM	Description
1. I know the basic concepts and functions of computer and communication technologies	3.71	Much agree (much ready)
2. I know the fundamentals in the use of internet and selected electronic media	3.54	Much agree (much ready)
3. I can use productivity software and basic computer peripherals for general productivity.	2.77	Agree (ready)
4. I can use various search engines and electronic media for research.	3.12	Agree (ready)
5. I can install and use subject specific applications.	3.01	Agree (ready)
6. I can install and use digital devices	3.04	Agree (ready)
7. I can use internet and electronic media confidently	3.10	Agree (ready)
8. I can install and use specialized applications and offline and online tools.	3.08	Agree (ready)
Average Weighted Mean	3.17	Ready

The readiness of the respondents to teach with ICT in terms of technological skill is reflected in table 9. Knowledge on basic concepts and functions of computer and communication technologies obtained a weighted mean of 3.71 described as “much ready”. Knowledge on the fundamentals of internet and electronic media got a weighted mean of 3.54 interpreted as “much ready”. Using productivity software and basic computer peripherals for general

productivity has a weighted mean of 2.77 described as “ready”. Using various search engines and electronic media for research obtained a weighted mean of 3.12 interpreted as “ready”. Installing and using subject specific applications has a weighted mean of 3.01 described as “ready”. Installing and using digital devices has a weighted mean of 3.04 interpreted as “ready”. Using internet and electronic media confidently got a weighted mean of 3.10 described as “ready”. Installing and using specialized applications and offline and online tools has a weighted mean of 3.08 interpreted as “ready”. These results disclosed that the respondents were ready in terms of technological skill readiness. The findings imply that the respondents in this study know the basic concepts and functions of computer and communication technologies. Also, they know the basic use of internet and electronic media. This result shows that even if most of the respondents were not sent to ICT trainings and seminars, they were still able to acquire the necessary basic computer skills.

Table 10. Equipment readiness of the faculty

Statements	Weighted Mean	Description
1. I own a personal computer or laptop.	4.06	Much agree (much ready)
2. I have access to printer and scanner at home.	3.40	Agree (ready)
3. I have access to internet at home.	3.03	Agree (ready)
4. I have access to computers, printers, and scanners in school.	3.33	Agree (ready)
5. I have access to internet in school.	3.39	Agree (ready)
6. I have access to multimedia projectors and document camera in school	3.58	Much agree (much ready)
Average Weighted Mean	3.17	Ready

Table 10 shows the equipment skill readiness of the respondents. It can be observed from the table that respondents own a personal computer or laptop. It obtained a weighted mean of 4.06 described as “much

ready”. Access to printer and scanner at home got a weighted mean of 3.40 described as “ready”. Access to internet at home has a weighted mean of 3.03 interpreted as “ready”. Access to computers, printers, and scanners in school has a weighted mean of 3.33 described as “ready”. Access to internet in school has a weighted mean of 3.39 interpreted as “ready”. Access to multimedia projectors and document camera in school has a weighted mean of 3.58 described as “much ready”.

These results disclosed that the faculty members were ready to teach with ICT since they own personal computers and laptop. They also have access to multimedia projectors and document camera in school. Hoseanto [14] affirmed that in order for the teachers to be prepared for teaching with ICT, facilities must be available.

Table 11. Relationship between the profile of the faculty and their readiness to teach with ICT

Relationship between profile and readiness	df	X ² (0.05)	X ²
Age vs Human-Resource Readiness	12	21.03	14.157
Age vs Technological-Skill Readiness	12	21.03	71.775*
Age vs Equipment Readiness	12	21.03	29.915*
Years in the Government Service vs Human-Resource Readiness	9	16.92	17.096*
Years in the Government Service vs Technological-Skill Readiness	9	16.92	51.192*
Years in the Government Service vs Equipment Readiness	9	16.92	32.330*
Field of Specialization vs Human-Resource Readiness	9	16.92	7.529
Field of Specialization vs Technological-Skill Readiness	9	16.92	5.318
Field of Specialization vs Equipment Readiness	9	16.92	11.564

**Significant – Reject Null hypothesis*

Table 11 shows the relationship between the profile of the faculty in terms of age, number of years in government service, and field of specialization with their readiness to teach with ICT.

Since the tabular value of 21.03 at 12 df and 5% significance level is greater than the computed value of 14.157, the null hypothesis was accepted. Hence, there was no significant relationship between the age of the respondents and their human resource readiness. This means that a faculty member

regardless of age may attend trainings and seminars related to computers to help him become ready to teach with ICT. On the other hand, in terms of age and technological readiness, the tabular value of 21.03 at 12 df and 5% significance level is less than the computed value of 71.775. The null hypothesis was rejected so there was a significant relationship between their age and their technological-skill readiness. In terms of age and equipment readiness, the tabular value of 21.03 at 12 df and 5% significance level is less than the computed value of 29.915. With this, the null hypothesis was rejected. Thus, the relationship between the respondents’ age and their equipment readiness was found to be significant.

In terms of years in the government service and human resource readiness, the tabular value of 16.92 at 9 df and 5% significance level is less than the computed value of 17.096. Thus, the null hypothesis was rejected. The relationship between their years in the government service and their human resource readiness was found to be significant. In terms of years in the government service and technological skill readiness, the tabular value of 16.92 at 9 df and 5% significance level is less than the computed value of 51.192. The null hypothesis was rejected so there was a significant relationship between their years in the government service and their technological skill readiness. In terms of years in the government service, the tabular value of 16.92 at 9 df and 5% significance level is less than the computed value of 32.220. The null hypothesis was rejected so there was a significant relationship between their years in the government service and their technological skill readiness.

On the contrary, the relationship between the respondents’ field of specialization and their human resource readiness was found to be not significant. The tabular value of 16.92 at 9 df and 5% significance level is greater than the computed value of 7.529. Hence, the null hypothesis was accepted. In terms of field of specialization and technological skill readiness, the tabular value of 16.92 at 9 df and 5% significance level is less than the computed value of 5.318. With this, the null hypothesis was accepted so there was no significant relationship between their field of specialization and their technological skill readiness. In terms of field of specialization and equipment readiness, the tabular value of 16.92 at 9 df and 5% significance level is less than the computed value of 11.564. Hence, the null hypothesis was accepted. There was no significant relationship

between their field of specialization and their technological skill readiness.

Table 12. Purposes of Faculty for Utilizing ICT Resources

Purpose	f	Rank
Teaching	90	1
Professional development	85	2
Personal use	81	3
Administration	58	4

The purpose of the respondents for utilizing ICT is shown in Table 12. It can be observed in the table that majority of the respondents used ICT resources for teaching. ICT used for teaching ranked first. Professional development, personal use, and administration ranked second, third, and fourth respectively. This signifies that most of the respondents used ICT resources for teaching.

Table 13. Factors affecting faculty's utilization of ICT resources for teaching, professional development, personal use and administration

Factors	f	Rank
Not available	220	1
Not accessible when needed	126	4
Not familiar with	136	3
Lack of knowledge	185	2
Lack of skill	89	5
Lack of technical support	58	6
Lack of time	34	7

Table 13 shows the factors that affect the respondents' utilization of ICT. Among the top three factors were: the resources were not available, lack of knowledge and not familiar with ICT resources. Other factors include: the resources were not accessible when needed, lack of skill, lack of technical support, and lack of time. The results of the study conducted by Tella et. al [15] lends support to the findings of the present study. Among the factors that hindered teachers' readiness and confidence in using ICTs in schools were lack of expertise with ICT, lack of knowledge on how to evaluate the use and the role play by ICT in teaching and learning, insufficient knowledge of appropriate software, insufficient knowledge on how to use ICT equipment, and lack of confidence in using ICT [15]. The results of the present study imply that a faculty training program is

needed to enhance their knowledge and familiarity to ICT resources.

The Faculty training program to prepare the faculty for teaching with ICT

The ICT Literacy training program developed by the teachers when implemented will equip the teachers with the necessary knowledge and skills needed to become ready to teach their subjects with the use of ICT resources. It is designed to give the faculty members of SSC and teachers from other schools an avenue where they can learn the fundamental computer concepts and basic computer operations. Lectures, demonstrations, and hands-on exercises will be conducted to ensure full understanding of the topics so they will be able to apply the competencies that they have gained in actual classroom instruction.

CONCLUSION AND RECOMMENDATION

This research concludes that there is no significant relationship between age and human-resource readiness, and field of specialization with their readiness to teach with ICT. Among the most identified factors why some faculty members do not use ICT resources were unavailability of ICT resources, lack of knowledge and lack of familiarity to ICT concepts and applications.

With this, the researchers recommend the need to improve their human resource readiness for teaching with ICT by conducting in-house ICT training regardless of their field of specialization and allowing them to attend ICT related trainings and seminars offered by other institutions.

A training to improve the knowledge and familiarity of the faculty to basic ICT concepts and applications may also be conducted. The developed faculty training program may be implemented and extended to other learning institutions. Future research may be conducted on the readiness of the teachers from other learning institutions to teach with ICT.

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