



Capacity Building Needs of Model Primary School Head Teachers in Utilizing Information and Communication Technology In School Administration in Rivers State

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Abstract

This study investigated the capacity building needs of model primary school headteachers in utilizing information and communication technology (ICT) in school administration in Rivers State. Two research questions and two hypotheses guided the study which adopted a descriptive survey design. The population for the study comprised of 250 headteachers of model primary schools in Rivers State out of which a sample of 80 headteachers representing 15% of the population was drawn through the stratified random sampling technique. A structured questionnaire entitled, “Capacity Building Needs of Model Primary School Headteachers in Utilizing ICT Questionnaire (CBNMPSHUICTQ)” was used for data collection. The instrument which contained 15 items was properly validated and test re-test method and Pearson’s Product Moment Correlation were used for test of reliability which stood at 0.83. data were collated and analyzed using SPSS version 17 to answer the research questions and t-test for the test of hypotheses. Results revealed capacity building needs on ICT utilization skills to comprise among others: the ability to send and receive emails; basic typing skills using the keyboard; ability to store/retrieve information; ability to on/off computers and other ICT gadgets and ability to process data. The study also discovered the challenges of providing ICT utilizing skills through capacity building to comprise among others: insufficient funding of education; lack of basic infrastructure, poor attitude of some teachers/ headteachers and lack of qualified ICT personnel. Based on the findings conclusion was drawn and it was recommended that the UBE board should organize capacity building programmes to afford ICT utilization skills to model primary school headteachers in Rivers State.

Keywords: Capacity Building, Needs, Headteachers, Model Primary Schools, Information and Communication Technology (ICT), Administration, Teacher, Utilizing.

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INTRODUCTION

The usage of information and communication technology (ICT) has gained relevance in diverse areas of life. It is a very valuable tool in medicine, business management, theatre arts, communication and education. It is very pertinent in educational administration at all levels. Knowledge of ICT applications and usage is necessary for communication and professional growth. The whole world has gone digital and has become a global village. Global standards in education necessitate school administrators, teachers, students and in fact everybody in the school system to attain to a reasonable extent, knowledge of ICT utilization. The school structure maintains diverse kinds of records and information which are very helpful for planning and decision making on educational issues. The inability of the school system to offer authentic records and information has resulted in a myriad of problems challenging effectual administration of schools.

According to Agabi (2002), the problems inhibiting effective management of schools comprise poor statistical database and information management. This situation has resulted in poor estimates and planning to lead the implementation of educational programmes. This problem is caused by the insufficient collection, processing, storage and dissemination of information to enhance educational services. These problems existed due to manual traditional methods of collecting and storing data due to poor provision of ICT facilities and poor knowledge of ICT skills by school administrators.

Information and Communication Technology (ICT) has been described by World Bank (2003) as the use of a computer communication network and other ICT technologies to manage information. It is made up of hardware, software, network and media for the collection, processing, transmission and presentation of information. It is faster, dependable and it has a higher capacity of storing and processing information than what anybody can do manually. Capacity building has to do with professional training given to someone to enable him/her practice his/her profession more effectively. The professional training is provided through conferences, seminars, workshops, in-service training, on-the-job training e.t.c. Through these training, pertinent skills are impacted by the participants. Model primary schools are the primary schools built in Rivers State by the administration of Governor Rotimi Chibuike Amaechi in all wards and the administrators of these schools are called Headteachers (Headmasters or Headmistress).

These model primary schools were well equipped with ICT facilities. These facilities will be meaningless or under-utilized if the headteachers do not possess the skills and knowledge of utilizing them. It is on this note that the researcher deemed it obligatory to investigate the capacity building needs of the headteachers of these model primary schools in utilizing ICT in the administration of their schools.

BACKGROUND

The emergence of information and communication technology (ICT) in this 21st century has given room for everyone in all the sectors especially the education sector to acquire skills and knowledge on how the technology can be used and utilized, hence capacity building programme becomes important for administrators virtually in every organization. Individuals need to be versatile in all aspects of the computer and adequately make use of the technology optimally. The advent of ICT devices has revolutionized the nature of human activities. Capacity building

needs allows individuals to acquire skills through programmes like seminars, workshops, and conferences to enable those concerned to be trained and be re-trained on how these gadgets can be used daily in school administration, storing data of pupils and that of their parents which will last for a very long time, also retrieved when the need arises.

The use of ICT in Nigeria is increasing. The availability of internet access to the ratio of teachers and students differ significantly. The current issue is the use of ICT in the classroom by teachers. This included specifically the use of computers internet, mobile phone, digital camera, data projector e.t.c. As the world continues to evolve with technology, teachers need to continue incorporating these new technologies into their teaching. Students/Pupils who use ICT gain a deeper understanding of complex topics and concepts and are likely to recall information and use it to solve problems outside the classroom.

Prior to this time, the term I.T and ICT were used interchangeably, and it was analogous with computers, but it now includes the devices made available for gathering, storing and distribution of informational materials. In the beginning, the majority of this equipment was restricted to offices and libraries and after a while, this equipment was used for daily tasks.

Today information and communication technology are used in the classrooms by teachers in the form of screen projector, digital camera, laptops, desktops mobile phones, internet access, etc. The continual growth in technology should be felt in the classroom as teachers and instructors are expected to incorporate these technological techniques into the classroom when the teachers have acquired the basic ICTs skills, in-turn impacts the knowledge to the pupils.

Statement of the Problem

Government has equipped model primary schools in Rivers State with computers and internet facilities. They want primary school administrators to step by step shift from their traditional (analogue) method of school administration to a modern ICT driven (digital) method of school administration. ICT application in school administration makes it easier for school administrators to carry out their duties effectively. Storage of data, retrieval of data, processing and transmission of data can be carried out easily at the pressing of buttons. Efficient and effective utilization of ICT in school administration demands for some pertinent skills. These skills are acquired through training and constant practice with ICT tools.

It appears that most of the model primary school headteachers lack the necessary skills for effective utilization of ICT in school administration. This situation undermines the objective of providing these facilities in these model schools. This is a problem causing the need for capacity building programs to bridge this gap. Therefore, the problem of this study is to find out the capacity building needs of model primary school headteachers in utilizing ICT in school administration in Rivers State.

Purpose of the Study

The aim of the study is to investigate the capacity building needs of model primary school headteachers in utilizing ICT in school administration in Rivers State. Specifically, the objectives of the study are to:

- Determine the capacity building needs on ICT utilization skills by model primary school headteachers in school administration in Rivers State.

- Identify the challenges of providing capacity building on ICT utilization skills to Headteachers of model primary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study:

- What are the capacity building needs on ICT utilization skills by model primary school headteachers in the administration of schools in Rivers State?
- What are the challenges of providing capacity building on ICT utilization skills to Headteachers of model primary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant difference between the mean response of male and female model primary school headteachers on the capacity building needs on ICT utilization skills for school administration in Rivers State.
- There is no significant difference between the mean response of male and female headteachers on the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State.

LITERATURE REVIEW

Theoretical Framework

This study is anchored on the human capital theory. The human capital theory was postulated by Schultz in 1971 and it has been expanded by Psacharopoulos and Woodhall (1997). The theory rests on the assumption that formal education is highly instrumental in improving the productive capacity of individuals. The advocates of this theory argued that an educated population is a productive population. The theory emphasizes how education increases the productivity and efficiency of workers by escalating the level of cognitive stock of economically productive human capability which is a product of innate abilities and investments in human beings. The provision of capacity building programmes is viewed as productive investment in headteachers. This is because equipping them with pertinent skills required by their job will help them to become more productive and more efficient. Hence, this theory is considered pertinent to this study.

According to Babalola (2003), education makes an enormous contribution towards economic growth and development through its ability to supervise teachers and increase the productivity of an existing labour force in various ways. Education plays vital roles in the economy of a nation. Hence, educational expenditures are seen as forms of investment. This augments individual's human capital and leads to greater output. It equally enhances earnings for both the society and the individual worker. It increases their chances of employment in the labour market and permits them to reap monetary and non-monetary benefits. It equally gives people opportunities for job mobility. The human capital building shows itself in staff

performance and quality of service delivery. Equipping the model primary school headteachers with apt capacity building needs through ICT will improve their level of motivation and quality of their output.

Concept of ICT

Information and Communication Technology (ICT) has been defined by Aboderin (2009) as computer and telecommunication tools used for organization or personal information processing. ICT is defined by UNESCO in Nwabueze (2011) as any form of technology that is used to transmit, store, create, share or exchange information to the entire sundry. This broad definition of ICT comprises such technologies as radio, television, video, DVD, telephone and satellite systems, projectors, computers and networks, hardware and software, as well as the equipment and services associated with these technologies such as video conferencing and electronic mail. Njoku (2006) identified three categories of ICT as somewhere to process information (computer systems), disseminate information (telecommunication system) and represent information (multi-media system). According to Nwafor (2005), the information technology systems available for university administration in Rivers State comprise e-mail, internet, intranet, teleconference, facsimile (fax), minicomputer, microcomputer, mainframe computer, word processing computer and a basic website.

The following have been listed by Opara and Ituen (2009) as the objectives of ICT's in Nigeria:

- Eliminating boundaries of information and communication sharing across the globe.
- Fostering and ensuring fast, reliable and unrestricted information and communication across the globe.
- Providing a common platform for interaction of cultures and knowledge sharing by various people of the world.
- Providing equal opportunities to the whole world to share resources of ICT's.
- Bringing about a centralized information bank, a database for the entire country which will always be geared towards promoting the said research and development nationally.
- Making ICT available and accessible to all and sundry.
- Fostering interactive communication in Nigeria via the recent numerous social network facilities for a more viable social engineering of the country. A very good example is that of the famous 'facebook application'.
- Aiding the active participation of all in the global information society.
- Improving service delivery and
- Encouraging indigenous contents and vibrant participation in the worldwide web.

ICT is seen as a medium linking the whole world together. Its technology opens up access to information. It enhances information sharing, processing and retrieval which aids administrators to do their job efficiently. ICT has been found useful in teaching and learning, research and development and in the administration of schools.

Capacity Building Needs of Model Primary School Headteachers on ICT

Capacity building is a conceptual approach that is geared towards tackling the problems observed by individuals found in an organization. The business dictionary defined a capacity building as a planned development or output rate, management, skills, and other capabilities of an organization through acquisition, incentives, technology and training. Capacity building involves efforts towards improving an individual's level of knowledge, skills and attitude required in carrying out precise tasks. It refers to efforts aimed at improving the level of knowledge, skills and attitude required by the worker or employee to increase his/her productivity (Nwarie, 2017).

Berg (1993) identified three main concepts of capacity building. They are; skill enhancement or upgrade, job-specific procedural improvement and organizational strengthening. United Nations Development Programme (UNDP) (2013) defined a capacity-building as the creation of an enabling environment with suitable policy and legal framework, institutional development (comprising community participation of women in particular), human resource development and strengthening of managerial systems.

ICT Tools Needed for the Enhancement of Capacity Building Needs of Model Primary School Headteachers

The increasing digitalization of global actions has left societies with the only option of joining information communication technology mobility. It is noticeable that the ICT capabilities of a nation to some extent determine its performance in all ramifications, especially in global socio-political activities, education, health and socio-cultural playing field in the 21st century (Nwabueze, 2011). These technologies have been incorporated in the daily activities of the western world comprising peacebuilding efforts. These same technologies have found its way in developing countries.

ICT's aid in rapid transmission of vast volumes of information and can be used as a medium for accessing new curricula, expanding learning opportunities, introducing innovative teaching methods, promoting cooperation and simulating workplace situation (UNESCO, 2005). ICT's can essentially motivate the headteachers' interest in school administration through new media with the potentials of enhancing effective and efficient school administration.

Akuegwu, Ntukidem, Ntukidem and Jaja (2011) listed the following as ICT tools required for enhancing the capacity building of school administrators: Computer systems, internet facilities, projectors, CD's, flashes, uninterruptible power supply, printers, scanners, photocopiers, tapes and video cameras. These ICT devices enable the school administrators to fully gain the knowledge and skills requisite for knowledge transfer and productivity. They equally make it faster to communicate and convey information from one point to another.

ICT Utilization Skills Needed by Model Primary School Headteachers

According to Ezekiel (2016), the subsequent ICT utilization skills will be of great benefit to teachers:

- Ability to on and off ICT gadgets especially computers.
- Ability to use computers to send and receive emails.

- Ability to source for information online through the use of the internet.
- Ability to store and retrieve information using computers
- Ability to process data
- Typing skills
- Reading skills
- Skills in the utilization of some special applications.
- Ability to use flash, modems and CD ROMs.
- Ability to use the printer to print materials from the computer and another ICT device

These are the basic skills requisite by teachers and school administrators in the utilization of ICT in the effective administration of the school. There are other skills requiring special training and applications.

Challenges of Providing ICT Skills to Headteachers

The provision of ICT capacity building skills to headteachers is faced with many challenges. Osakwe (2012) has identified the following as the challenges confronting the provision of ICT skills to headteachers and teachers in secondary schools:

- **Inadequate funding:** Funding for education is a key dare in Nigeria. It has affected the provision of educational resources as well as the funding of ICT projects, training and retraining of teachers, provision of technological infrastructure, development and maintenance of software packages. According to Gbadamosi (2006), the current level of funding of education in Nigeria with very low budgetary allocation to the sector constitutes a major challenge to the provision of ICT equipment, computers, its accessories, software packages and maintenance.
- **Lack of Basic Infrastructures:** The provision of quality education to pupils requires quality basic infrastructural facilities such as administrative blocks, classrooms, laboratories library, computer studio/laboratory, internet, electricity, furniture and generator. These facilities are not adequately supplied by the government. It is a common observation that most primary schools in Nigeria do not have electricity installations.
- **Poor Policy Framework and Implementation:** ICT policy in Nigeria appears not well circulated to school administrators as most of them deny the knowledge of the existence of such a policy. Education is cost-intensive and the competition between education and other sectors of the economy reduces the level of attention given to it. ICT policy and some other educational policies are not well articulated and implemented. Hence, adequate results are not often got.
- **Lack of Qualified Personnel:** ICT in schools is still an emerging area. There is a lack of qualified personnel to manage accessible ICT facilities in most schools in Nigeria. In the schools where some personnel are found, they lack adequate skills in designing and delivering ICT courses in a way that pupils will understand them properly (Ibadin, 2001). Schools in Nigeria experience a shortage of well trained ICT handlers and there is an urgent need to fill this manpower shortage in our school system.
- **Complacent Attitude of School Administrators:** School administrators do not show any interest in attending workshops, conferences and seminars. They display apathy over capacity building programmes more so when it involves new technologies and ways of

doing things. They want to continue in their old ways, using their, old technologies moreover when the new technology will involve their time and money.

METHODS

The study adopted a descriptive survey research design. The population comprised all the 250 headteachers of model primary schools in Rivers State. A sample of 80 headteachers representing 15% of the population was drawn using the stratified random sampling technique. A structured questionnaire entitled, “Capacity Building Needs of Model Primary School Headteachers in Utilizing ICT Questionnaire (CBNMPSHU ICTQ) was used for data collection. The questionnaire contains 15 specific items designed to elicit information for answering the research questions. The questionnaire was patterned according to a 4 point Likert rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical weights of 4, 3, 2, and 1 point respectively. Validity was carried out through the professional critique of the instrument by experts in educational management and educational measurement and evaluation. Test of reliability was done using the test-retest method. The instrument was administered to 10 headteachers who are not part of the sample size. After two weeks, the same instrument was administered to the same people. The results of the 1st and 2nd administrations were correlated with Pearsons Product Moment Correlation Coefficient and a reliability index of 0.83 was established. The instrument was administered and retrieved by the researcher and 2 other research assistants. The data were collated and analyzed using statistical package for social sciences (SPSS) version 17 to answer the research questions and t-test to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What are the capacity building needs on ICT skills by model primary school headteachers in the administration of schools in Rivers State?

Table 1: Mean scores and standard deviation of male and female headteachers on the capacity building needs on ICT skills in the administration of schools in Rivers State.

S/N	Items ICT skills Needed	Male HT N= 45		Decision	Female HT N =35		Decision
		\bar{X}	SD		\bar{X}	SD	
1	Ability to send/receive mails via email.	3.20	0.92	Agreed	3.02	1.04	Agreed
2	Basic typing skills using the keyboard	3.29	0.84	Agreed	3.03	1.04	Agreed
3	Ability to store/retrieve information	3.13	0.92	Agreed	3.14	1.00	Agreed
4	Ability to on/off computers and other ICT gadgets	3.29	0.87	Agreed	2.97	1.07	Agreed
5	Ability to process data	2.96	1.00	Agreed	2.83	1.07	Agreed
6	Ability to connect/use flash, modems and CD's	3.20	0.89	Agreed	3.03	0.92	Agreed
7	Ability to connect/use printers to print materials from computers	2.95	1.07	Agreed	3.00	0.94	Agreed
8	Reading skills	3.27	0.78	Agreed	3.14	1.00	Agreed
9	Drawing skills	2.12.	0.95	Disagreed	2.03	0.75	Disagreed
10	Abbreviation skills	2.02	0.97	Disagreed	2.20	0.87	Disagreed
Aggregate mean and SD		29.466	8.56		28.40	9.19	

Table 1 shows the mean scores and standard deviation of male and female headteachers on the ICT skills needed by model primary school headteachers in the administration of schools in Rivers State. From the table, Items number 1 to number 8 had mean scores that were greater than the criterion mean of 2.50 and were agreed on as the capacity building skills needed by headteachers in utilizing ICT in school administration in Rivers State. Items number 9 and 10 which had mean scores less than the criterion mean of 2.50 were disagreed on by the respondents as the capacity building skills requisite by headteachers in the utilization of ICT by model primary school headteachers in the administration of schools in Rivers State.

The aggregate mean scores of 29.47 and 28.40 for male and female headteachers indicated that both of them unanimously agreed on the capacity building skills needed by headteachers in the utilization of ICT in the administration of model primary schools in Rivers State. Therefore, the capacity-building skills need by headteachers in utilizing ICT in the administration of model primary schools in Rivers State comprise: ability to send and receive email; basic typing skills; ability to store/retrieve information; ability to on/off computers and other ICT gadgets; ability to process data; ability to connect/ use flash, modems and CD's; ability to connect/use printer to print materials from computer/other ICT gadgets and possession of reading skills.

Research Question Two: What are the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State?

Table 2: Mean scores and standard deviations of male and female headteachers on the challenges of providing capacity building on ICT utilization skills to model primary school headteachers in Rivers State

S/N	Items Challenges of providing ICT utilization skills.	Male HT N= 45		Decision	Female HT N =35		Decision
		\bar{X}	SD		\bar{X}	SD	
1	Inadequate funding of educational poor provision of funds for capacity building programmes.	2.93	0.91	Agreed	2.71	1.02	Agreed
2	Lack of basic infrastructure in many schools.	2.76	0.98	Agreed	2.60	1.03	Agreed
3	Poor attitude of some teachers/headteachers to capacity building programmes	2.82	0.83	Agreed	2.43	0.98	Disagreed
4	Lack of qualified ICT personnel	2.71	0.94	Agreed	2.77	0.97	Agreed
5	Poor ICT Policy framework and implementation	2.73	0.94	Agreed	2.77	0.81	Agreed
Aggregate mean and SD		13.95	4.47		13.29	4.64	

Data on table 2 showed that all the items had mean scores that were greater than the criterion mean of 2.50. They were all agreed on by the respondents as the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State. However, the female headteachers disagreed on item number 3. In other words, they did not consider the poor attitude of some teachers or headteachers to capacity building programmes as a

challenge in the provision of capacity building programmes on ICT utilization skills to the model primary school headteachers.

The aggregate mean scores of 13.95 and 13.29 for male and female headteachers respectively indicated that the headteachers have a common perception about challenges of providing capacity building on ICT utilization skills to model primary school headteachers in Rivers State. Therefore, the challenges of providing capacity building on ICT utilization skills to model primary school headteachers in Rivers State comprise: inadequate funding of education/poor provision of fund for capacity building programmes; lack of basic infrastructure in many schools; poor attitude of some teachers/headteachers to capacity building programmes; lack of qualified ICT personnel and poor ICT policy framework and implementation.

Test of Hypotheses

Hypothesis One: There is no significant difference between the mean response of male and female model primary school head teachers on the capacity building needs on ICT utilization skills for school administration in Rivers State.

Table 3: t-test analysis of the difference between the mean response of male and female model primary school headteachers on the capacity building needs on ICT utilization skills for school administration in Rivers State.

Category	N	Mean	S.D	Df	t-cal	Sign. Level	Alpha level of sign.	Decision
Male	45	29.47	8.56	78	0.54	0.59	0.05	Ho ₁ :
Female	35	28.40	9.19					Accepted

The significant value (sign.) of 0.54 is greater than the probability or Alpha level of significance of 0.05 with 78 degrees of freedom. Therefore, the null hypothesis was accepted. This implies that there is no significant difference between the mean response of male and female model primary school headteachers on the capacity building needs on ICT utilization skills for school administration in Rivers State.

Hypothesis Two: There is no significant difference between the mean response of male and female headteachers on the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State.

Table 4: t-retest analysis of the difference between the mean response of male and female headteachers on the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State

Category	N	Mean	S.D	Df	t-cal	Sign. Level	Alpha level of sign.	Decision
Male	45	13.95	4.47					Ho ₂ :
Female	35	13.29	4.64	78	0.65	0.52	0.05	Accepted

The significant value (sign.) of 0.65 is greater than the probability or alpha level of significance of 0.05 with 78 degrees of freedom. Therefore, the null hypothesis was accepted. This implies that there is no significant difference between the mean response of male and female

headteachers on the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State.

DISCUSSION OF FINDINGS

The findings of the study revealed that the capacity building needs on ICT skills by model primary school headteachers in the administration of schools in Rivers State comprise: ability to send and receive emails; basic typing skills using the keyboard; ability to store/retrieve information; ability to on/off computers and other ICT gadgets; ability to process data; ability to connect/use flash, modems and CD's; ability to connect/use printers to print materials from computers and reading skills. These findings are in line with Ezekiel (2016) who listed ICT utilization skills that will be very useful to teachers in the Nigerian school system. Headteachers take up strategic positions as the chief administrators of their schools. They should have vast communication skills and ability to utilize ICT in communicating to parents, teachers, students, UBE board, host communities and other stakeholders in education. The whole information/records in his/her school are in his/her custody and he/she has to produce or reproduce any information demanded by pertinent individuals or agencies.

Knowledge and possession of necessary computer utilization skills will help model primary school headteachers a lot in the effective and competent execution of their duties. The findings of this study also agreed with Nwokedi and Amaewhule (2018) who in their study found that the capacity building needs of education lecturers in ICT in universities comprise: knowledge of operating the ICT devices; good knowledge of handling the devices; clear skills of manipulating ICT devices for research development; using the ICT devices to store and present data; storing data; recording, keeping and dissemination of information. Having the skills to operate ICT gadgets is a necessity and school heads/administrators can not shy away from it, the earlier they acquire these skills and begin to apply them, the better for them. It will take their service delivery to the next level where modern technology will be applied and the relative ease and efficiency that comes with this technology will be enjoyed by them. Acquisition of these skills will enhance their level of job motivation and productivity.

The study similarly revealed the challenges of providing capacity building on ICT utilization skills to headteachers of model primary schools in Rivers State to comprise: inadequate funding of education/poor provision of funds for capacity building programmes; lack of basic infrastructure in many schools; poor attitude of some teachers/ headteachers to capacity building programmes; lack of qualified ICT personnel and poor ICT policy framework and implementation. The findings settled with Osakwe (2012), Gbadamosi (2006), Nwokedi and Amaewhule (2018) who have argued that inadequate financial support of education in Nigeria has a negative impact on the provision of capacity building programmes in pertinent areas. ICT is an emerging area qualified personnel in this area is still inadequate and ICT gadgets are most intensive. Inadequate funding of education has affected the organization of capacity building programmes, hiring of qualified personnel to serve as resource persons and facilitators in schools and the installation of ICT facilities in ample quality and quantity.

Lack of basic infrastructure and facilities are also challenges affecting the provision of capacity building programmes on ICT skills. Classroom blocks, assembly halls, laboratories, libraries, furniture, electricity, water, alternative sources of power and instructional materials are in short supply in most of our schools. ICT facilities require a constant power supply for them to

be of use. They also require a fan or air-condition for better performance. These things and adequate maintenance culture are hardly planned for.

Another major challenge is the poor attitude of some teachers and headteachers towards participating in capacity building programmes. Some of them display apathy over innovations and they prefer to continue to do things the way they are used to. The teachers and headteachers demand monetary incentives for them to participate in workshops and conferences. Some headteachers and teachers do not commit themselves to acquire the necessary skills when they attend workshops. They partake with a carefree attitude.

CONCLUSION

Information and communication technology (ICT) is very useful in the school system. It makes work easier and interesting. Information storage, retrieval and sharing are much better, faster and competent through the utilization of ICT. To effectively utilize ICT tools requires some skills. The study concluded that providing capacity building needs to model primary school headteachers in utilizing ICT will enhance school administration through the new knowledge and skills they will acquire to carry out their duties effectively and efficiently. It will also improve the utilization of ICT tools and equipment provided in the model primary schools by the government, hence the objective of providing these services by the government will be fulfilled.

Recommendations

Based on the findings, the following recommendations were made:

- Universal Basic Education Board should categorize capacity building programmes to provide ICT utilization skills to model primary school headteachers in Rivers State.
- The government should improve on the budgetary allocation to education and make more money available for capacity building programmes for teachers and school administrators in Rivers State.

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