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## **Implementation of ICT in Educational Curriculum to Enhance Learning in Primary and Secondary Schools in Anambra State**

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By

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### **Abstract**

*This paper explores the implementation of ICT in Educational Curriculum to enhance learning in primary and secondary schools in Anambra State, with emphasis on schools that already have ICT on its curriculum. Three Research questions were developed and a random sample of 468 teachers from 52 primary schools and 608 teachers from 76 secondary schools were conducted, bringing the total to 1076. The questionnaire consisted of 12 items, and the analysis was with the aid of the arithmetic mean. The findings reveal that the schools have only ICT on its curriculum, with no distinction on what topic is to be learnt at a particular level. Learning was slow because most schools did not have functional computers and those who had, were not many. It is recommended that ICT should not be a stand alone as a course on the curriculum, but rather, it should used in the teaching and learning of other subject areas.*

### **Introduction**

We live in a day and age where change is rapid and this change is affecting the scientific and technological, political, economic, social, and cultural pattern and way-of-life. The emergence of the 'knowledge-based' society is changing the global economy and the status of education (Unesco 1998b). As information and communication technology (ICT) becomes more popular and widely used among different professions, there is an imminent need to teach the younger generation this "eighth wonder of the world" in order to remain relevant in the scheme of things. The use of computer has now spanned across the globe and its very essence enhances communication, as Goyal (1999) notes that its growth and development is one of the most significant achievements of the present century.

It would therefore not be out of place to say the civilization itself depends on the efficiency of the information and communication technology.