

**TEACHERS' READINESS FOR INTEGRATION OF  
INFORMATION COMMUNICATION AND TECHNOLOGY IN THE  
TEACHING OF BIOLOGY IN SECONDARY SCHOOLS OF  
BAUCHI STATE, NIGERIA**

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## DECLARATION

I declare that this thesis is my original work and has not been presented for a degree in any other university/institution for consideration. This research thesis has been completed by referenced source duly acknowledged. Where tables, text, data, graphics and pictures have been borrowed from other sources, including internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors.

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## ABSTRACT

The aim of this study was to investigate teacher's readiness for ICT integration in the teaching of biology in Bauchi state Nigeria. Readiness was considered at two levels, namely internal (skills and attitudes) and external (resources and administration's support). Teacher's readiness was measured regarding availability of facilities, teachers ICT skills, teacher's attitudes and administration support. The study employed a descriptive survey design. The target population was (342) public secondary schools from the three zones of Bauchi state (122 secondary schools from South Zone, 104 from Central zone and 116 from North zone). The subjects of the study were all the biology teachers, the form three biology students, and all the heads of institutional in the sampled secondary schools. Data was collected using checklists, observation schedule, questionnaires and interview schedule. The questionnaires were administered to biology teachers and biology students while the interview schedules were conducted on the heads of the institution. The data collected was analysed using statistical package for social sciences (SPSS). The findings revealed that for ICT to be effectively adopted in public secondary schools, more emphasis should be put in developing the competence of teachers. Teachers' perception in terms of using ICT were found to be positive but hampered by other aspects such as unavailability of adequate equipment. The study recommends that teachers' ICT development should be stepped up with corresponding supply of necessary equipment and training. Further continuous and consistent technical assistance should always be available for the teachers whenever required.