INSTRUCTIONAL TECHNOLOGY AND ACADEMIC ACHIEVEMENT OF STUDENTS IN SELECTED SEMINARIES OF ASSEMBLIES OF GOD, NIGERIA

Dr. Chigbu Prince Ozioma
(08033580253, prince1975oz@gmail.com)
Department of Curriculum Studies and Instructional Technology,
Ignatius Ajuru University of Education Rivers State, Nigeria.

INTRUDUCTION

Scientific and technological progress in tandem with the rise in population had led to the knowledge accumulation, faster transfer of knowledge and increase in the desire of many individuals to gain more academically. This has equally given rise to the need for educational institutions to provide education that is high in scientific and technological efficiency to meet up the increasing number of students and even staff in need of such exposure. Technology can be used in many ways in today's educational circles. It can be used to conduct research on the World Wide Web and provide access to seemingly unlimited resources. The utilisation of technology plays a crucial role in the analysis of experimental outcomes, as well as the entry of data into a spreadsheet and the subsequent graphical representation of the obtained results. Technology provides people and groups with the means to engage with peers and experts globally through the utilisation of email and video conferencing. In the realm of education and scholarly pursuits, technology enables students and educators to demonstrate their comprehension in manners that surpass the conventional methods of written examinations and report composition (Aginobu, 2018).

To maximize the results of this research initiative, it's essential for the investigation to distinguish between two primary technological objectives. The first pertains to the evolution of Information Technology. This domain of technology is concerned with the management of information that doesn't directly relate to educational processes. Such technology has been instrumental in handling student databases, evaluation metrics, timetabling, payroll processes, and fiscal operations, to name a few. The next area is Instructional Technology, often termed as "educational technology," which involves leveraging technology to bolster and refine the pedagogical journey. Given the plethora of modern tools at educators' disposal, it's crucial to understand that instructional technology should act as an adjunct tool to amplify traditional education, rather than replace it.

Furthermore, instructional technology should expand and extend the knowledge acquisition process. It's incumbent upon educators to reflect on the possible advancements that could be infused into their teaching methods via technological integration. A critical evaluation is necessary to discern how this could elevate the understanding of students. Another pivotal question to consider is whether instructional technology can enhance the students' capacity

to demonstrate their understanding effectively (Green, 2000). Engaging in such reflective questions will provide clarity on when the application of instructional technology is apt and when it might not be beneficial.

As at today, not all who are actively involved in Seminary Education are Instructional technology compliant, hence the need for this research work, to determine the impact of instructional Technology in Assemblies of God Nigeria (AGN) owned seminaries.

Instructional Technology, often known as instructional technology, is utilised as a means of facilitating and enhancing the process of teaching and learning (Achuonye, 2004). It can be argued that instructional technology plays a similar role in the field of education as information technology does in the realms of leadership, correspondence, and management, among others.

Educational technology in this work will be used interchangeably with Instructional technology. This is technology that is viewed as one of the pillars of developing education, as a result of the rate at which it propels efficiency. To use and enjoy instructional technology in our seminaries will require the emergence of a crop of teachers who have been trained and now possess the necessary knowledge, skill and capacity to effectively operate the technology in the context of modern teaching systems, as well as applying the use of instructional technology in teaching theology related courses. This move will definitely boost the academic level of our seminaries.

The importance of going through an Assemblies of God (AG) seminary cannot be over emphasized, as it gives credence to one's preparedness for the work of the ministry. Theology (study of God, His attributes in relation to his creation) is universal, and consequently, theology has become a necessity in the modern era where it is linked with other fields of study. The importance of studying in the seminary arises from the fact that it aides in gaining basic theological knowledge that qualifies one for ministry (**Chigbu,** 2012). This is so, especially in Assemblies of God Church, where the researcher belongs. The same also applies to other denominations and Religions.

As technology advances with all of its benefits, one wonders how much of it is utilized by some of those trained by an AG seminary. Truth be told, not everything scientific and technological are from Satan.

There are very useful things that can be used to promote Godliness on the World Wide Web (www). The problem however is that a good number of AG trained ministers were not exposed to instructional technology and could hardly operate one after their seminary days. Some have even referred to such handy helpful gadgets as sinful and diluting God's presence in His word. Yet all around us, we see denominations introducing the use of instructional technology to communicate the gospel and reaching lives for the kingdom of God. Therefore this paper intends to address the need for proper orientation to be given to our seminary heads to ensure the introduction and sustenance of the use of instructional technology in teaching.

The overall Objective (purpose) of this study is to investigate the impact of instructional technology on academic achievement of students in selected theological Seminaries of Assemblies of God Nigeria, specifically, the research aims at: Finding out the level of understanding and use of instructional technology among staff and students of AG seminaries

Access the impact of instructional technology on academic achievement.

Research Questions

1)   What is the level of understanding and use of instructional technology among staff and students of Assemblies of God seminaries in Nigeria?

2)   In what ways does the use of instructional technology influence academic activities in Assemblies of God Seminaries in Nigeria?

LITERATURE REVIEW
Instructional Technology

The field of instructional technology is marked by an ongoing evolution. This is primarily due to its shifting dynamics in varying contexts. In 1963, an effort to craft a holistic definition for this field was made by the Association for Education Communications and Technology (AECT). They posited that "audiovisual communications" pertains to a unique sector within educational theory and practice, primarily focusing on crafting messages that influence learning trajectories. This encompasses:

a. Evaluating the individual and relative strengths and weaknesses of both visual and non-verbal communication tools applicable in educational scenarios for diverse objectives; and

b. Structuring and standardising communication orchestrated by human actors and technological aids within an educational milieu. These tasks involve strategizing, developing, selecting, managing, and using individual elements as well as entire instructional frameworks. The central goal remains to adeptly harness all modes of communication to amplify the potential of learners to its fullest (Ely, 1963). This foundational definition provided professionals with a comprehensive understanding of the roles instructional technologists play, thereby setting a foundational structure for the domain. However, in 1970, this 1963 definition saw a revision by the Presidential Commission on Instructional Technology (PCIT). The reformulated definition reads:

"Instructional technology represents a methodological approach to conceptualizing, implementing, and assessing the entire learning and teaching process with respect to defined goals, grounded in research about human cognition and communication, leveraging both human and technological assets to facilitate more impactful education".

The early interpretation of the domain laid substantial focus on learning goals and the imperative nature of synchronizing teaching strategies with research-backed techniques and methods. This focus is largely influenced by leading personalities in the field, notably B. F. Skinner and Robert Mager (Seels & Richey, 1994).

Silber's (1970) characterization of the realm of Instructional Technology was notable for its departure from the 1963 definition on three distinct fronts. Kenneth Silber posited that instructional technology integrates the myriad of processes, from conception, research, design, crafting, evaluation, support provision, to the application of instructional system elements, including messages, personnel, materials, devices, methodologies, and environments. Moreover, it encapsulates the meticulous orchestration of these developmental endeavors, aiming primarily at addressing pedagogical impediments (Silber, 1970). The divergence in Silber's definition arose with the expanded interpretation of "development" that encompassed not just the role of individuals in crafting a product but extended to the design, creation, application, and assessment of technology. This nuance differentiated Silber's perspective from prior definitions, as underscored by Seels and Richey (2014). Silber amplified the domain's scope by integrating additional components, thereby expanding the responsibilities of instructional technologists (Seels and Richey, 2014).

Silber introduced the term "problems" to depict the educational challenges that instructional technologists aspired to methodically tackle. Post the 1970 modifications, the Association for Educational Communications and Technology (AECT) embarked on another venture to further elucidate the domain in 1972. They articulated that instructional technology entails the meticulous discernment, creation, structuring, and deployment of a spectrum of learning resources, coupled with the governance of these actions, all to enhance human educational experiences. This articulation stands out as it demarcates the unique attributes of instructional technology that sets it apart from other educational disciplines. In 1977, AECT revisited and refined their 1972 definition, presenting an encompassing perspective that stated, "Educational technology is an intricate, interrelated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, in situations in which learning is purposive and controlled" (p. 1). The 1994 definition of instructional technology, endorsed as the predominant perspective within scholarly circles, describes it as both the theory and practice of design, development, utilization, management, and assessment of processes and resources to support learning (Seels & Richey, 2014).

Components of Instructional Technology

In 1829, Jacob Bigelow first articulated the concept of "technology" as the encapsulation of foundational principles, methodologies, and lexicons of dominant arts, particularly those that leverage scientific insights for societal benefit. Bigelow also highlighted the monetary remuneration associated with those involved in these technological endeavors (Bandele, 2006). In contemporary terms, Merriam-Webster describes the term "principle" as an overarching and foundational rule, tenet, or premise. This could also pertain to a primary origin or the inherent laws and truths of nature that dictate the operation of a man-made apparatus. Moreover, "principle" can signify a component, such as a chemical substance, that embodies or bestows a distinct attribute. Mandah (2016) explain educational technology to imply an effective use of all human and material or non human resources to actualize set educational or instructional goals and objectives.

According to Corbett (2002), it is a valid observation that the most rudimentary manifestation of technology involves the creation and utilisation of fundamental tools. The field of educational technology encompasses the scholarly examination and ethical implementation of strategies aimed at enhancing learning outcomes and optimising performance through the utilisation, creation, and administration of suitable technological methods and resources. This section will analyse the intended meaning of each significant term used in the definition within the context of the definition. The comprehension and use of educational technology, both in theory and practise, necessitate ongoing knowledge development and improvement through research and reflective practise, which are contained within the concept of "study." The term "study" encompasses the collection and analysis of material that goes beyond conventional research paradigms (Richly & Ely, 2008).

Computers and the Internet as Components of Instructional Technology

A computer is defined as a machine that, when operated by a stored programme, has the capability to receive data in a predetermined format, manipulate the data, and provide the outcomes as information in a predetermined format. The computer is an electronic device that operates based on the GIGO principles, as stated by Kanno (2008), which stands for Garbage-in-Garbage-out. The implication is that in our day to day educational and academic practices we use the computers, and it is whatever the user puts into the computer that he or she gets in return.

Wali (2003) posits that the computer is a machine which accepts data as impute, based on its internal instructions, process these data and produce as output information. The computer is a workhorse; it is generally capable of laboring twenty-four (24) hours daily without tiredness. Computers are an indisputable part of human life as they do the following functions: speedy services, reliable computation and record keeping, storage capability, productivity, cost reduction, good paper work, money deals, communication roles, agriculture, government and politics, health and Medicare, education, home and family matters, scientific and technological expeditions, training and human interconnections, (Eze, 2012).To compute implies to calculate something especially with a computer.

Teaching and learning: To teach means the process of showing somebody how to do or say something so that he or she will be rightly able to do it themselves. Teaching implies the giving of information about a particular subject; to assist somebody in learning something. Teaching is a process of encouraging somebody to accept something as a fact or principle. Teaching may also be a way of persuading somebody not to do something again by discipline or

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punishing or making them suffer so much that they are afraid of repeating such acts, Achuonye, Ezekoka and Ifegbo (2019). Teaching is normally and formally done in schools and reciprocated by learning, Hornby (2000). The term "teacher" encompasses those within educational institutions who bear the responsibility of instructing students.This suggests, then, that the term "teacher" encompasses individuals who engage in the activities of discovering, organising, transmitting, disseminating, appraising, or administering inside any educational institution, as stated by Okeke (2006).   On the contrary, learning refers to the acquisition of knowledge or proficiency through instruction or firsthand encounters. It means to become aware of something through information or observation; it means an active process of self realization, Kanno, (2008). Ughamadu (2006) posits that the primary objective of learning is to facilitate the acquisition or attainment of lesson topics by learners. inside this particular context, the term "content" pertains to the substantive and informational components that comprise the educational resources utilised inside a specific course, class, or degree of education. The process of acquiring knowledge comprises various components, such as factual data, legal structures, explanatory frameworks, fundamental principles, overarching ideas, practical abilities, and procedural approaches.

Academic Achievement

Academic achievement, often referred to as academic performance or scholastic accomplishment, is a multifaceted concept that pertains to an individual's demonstrated ability and proficiency in educational activities (Steinmayr & Spinath, 2009). It encompasses the knowledge and skills acquired by students, typically measured through grades, scores on standardized tests, and other objective metrics. A student's academic achievement is often considered a reliable indicator of their potential for future success in both educational and professional realms (Hattie, 2009).

At its core, academic achievement reflects the culmination of a student's cognitive processes, which includes memory, problem-solving, and critical thinking. This implies that factors such as intelligence, motivation, study habits, and learning strategies play pivotal roles in determining achievement outcomes (Zimmerman, Bandura, & Martinez-Pons, 1992). However, it's important to note that while cognitive abilities are significant contributors, non-cognitive attributes like perseverance, self-discipline, and emotional intelligence also profoundly influence academic outcomes (Duckworth & Seligman, 2005). For instance, students who display resilience in the face of challenges and possess a growth mindset, believing that abilities can be developed through dedication and hard work, often exhibit superior academic performance compared to their counterparts who may have a fixed mindset.

External factors also wield considerable influence over academic achievement. The quality of instruction, curricular materials, the school environment, parental involvement, and peer influences can either bolster or impede a student's academic journey (Jeynes, 2007). For instance, a supportive and stimulating classroom environment, facilitated by dedicated educators, can foster deeper understanding and intrinsic motivation in students, leading to enhanced academic outcomes. Conversely, disruptive classrooms, lack of resources, or unsupportive home environments might hinder a student's academic growth. Furthermore, societal pressures, such as those stemming from stereotypes related to gender or ethnicity, can also impact achievement. Stereotype threat, a phenomenon where individuals fear confirming negative stereotypes about their group, can adversely affect performance (Steele & Aronson, 1995).

Despite the myriad factors influencing academic achievement, it remains a primary focus for educators, policymakers, and parents alike, as it's often viewed as a precursor to future success. Therefore, strategies to enhance achievement, from individualized instruction and feedback to fostering a growth mindset and resilience in students, have become focal points in educational settings. As education continues to evolve, the pursuit of academic excellence remains at its heart, emphasizing the importance of both cognitive and non-cognitive factors in shaping a student's academic journey.

Impact of Instructional Technology on Teaching and Learning

Educational technology is widely recognised as a crucial component in the advancement of education, as it serves to enhance and optimise the academic effectiveness of educators and learners alike. In order to effectively utilise educational technology, it is imperative to have teachers who possess the necessary knowledge, skills, and capacity to effectively integrate these technologies within modern educational systems. This is particularly relevant when considering the use of technology in teaching students in seminaries, as it elevates the field of theology to a prominent position among other academic disciplines (Ogunmilade, 1998).

Educators who effectively utilised information and communication technology (ICT) had the following attributes:

An inclination towards a favourable perspective on Information and Communication Technology (ICT) as opposed to a negative one. Educators who possess favourable attitudes towards information and communication technology (ICT) are more likely to exhibit a positive inclination towards its integration within the classroom setting.

The emphasis on student autonomy as opposed to teacher guidance. Educators who shown a preference for directed teaching styles were inclined to evaluate their own competence as being relatively poor and relied on the assistance of information and communication technology (ICT) aids.

The concept of pupil empowerment entails a shift in the role of learners from passive recipients of instruction to active participants in their own education.

A preference for individual study rather than pupils receiving instruction.

Okeke, (2006) revealed that to a high extent, using Computers in teaching makes lesson planning and presentation easy and correct, Teachers computer literacy to a high extent makes computation of students academic records assessment grades faster and easier which enhances adequate feedback mechanism.

Teachers' use of technology makes the teachers to keep accurate records of students' data which enhances effective

teaching and teachers' use of computers in the teaching and learning process to a high extent helps to stimulate the student's interest in learning process (Achuonye, Ezekoka and Ifegbo, (2019).

Lastly teachers' use of computers to a high extent enhances effective instructional delivery which enhances students learning capabilities.

Empirical Works

1.   Kulik's Meta-Analysis Study: In his seminal work, Kulik (1994) employed the study methodology of meta-analysis to consolidate and synthesise the outcomes derived from a comprehensive collection of over 500 distinct research studies pertaining to computer-based training. Computer-based instruction (CBI) is a pedagogical approach that tailors the educational process to cater to the unique requirements, preferences, inclinations, existing knowledge, and cognitive preferences of individual students. Computer-based training software encompasses various components, including tutorials, drill and practise exercises, and more recently, Integrated Learning Systems. Kulik derived multiple results from his study conducted in 1994.

On average, students who engaged in computer-based training had a higher level of accomplishment, scoring at the 64th percentile on examinations, in contrast to kids in control conditions who did not have access to computers and scored at the 50th percentile. Research has shown that students are able to acquire a greater amount of knowledge within a shorter duration when they are exposed to computer-based instructional methods. Students exhibit a greater affinity for their academic courses and cultivate more favourable dispositions when their educational experiences incorporate computer-based instructional methods.

2.   Sivin – Kachala's Work: In a comprehensive analysis conducted by Sivin-Kachala (1998), a total of 219 research studies spanning the period from 1990 to 1997 were examined. The primary objective of this evaluation was to evaluate the impact of technology on learning and academic performance, encompassing many domains of knowledge acquisition and encompassing learners of all age groups. Based on his examination of these individual investigations, he documented the presence of regular patterns as follows:

The use of technology in educational settings has been found to have a beneficial impact on students' academic performance across various disciplines. The presence of technology in educational settings has been found to positively impact the academic performance of students, including those with regular and special needs, from early childhood education through higher education. The utilisation of computers for instructional purposes resulted in a consistent improvement in students' attitudes towards learning and their self-concept.

METHODS

The design for the study was a descriptive survey. It will assess the impact of instructional technology academic achievement of students in selected Seminary of Assemblies of God Nigeria.

The technique for this study is the simple random sampling technique. The sampling method will be applied in order to select students and lecturers from the respective seminaries of AGN selected for the study. The selected seminaries are Assemblies of God Divinity School of Nigeria, Old Umuahia, Abia State, Pentecostal Theological Seminary, Eleme – Port Harcourt, Rivers State, Nigeria and Assemblies of God Theological Seminary, Uyo, Akwa Ibom state, Nigeria. The following is a chart showing the schools the selection was made from:

TABLE 1

Seminary (school)/population		Sample (10)
PTS	1,300	130
AGTS	700	70
AGDSN	1000	100
	3,000	**300**

Therefore from an array of three thousand individuals as the population of the study, a simple percentage was used as a statistical tool to get three hundred, consequently, 300 is the sample for the study, this sample consist of (100) lecturers and (200) students.

The primary tool utilised for this study was a structured questionnaire entitled "Impact of Instructional Technology on Academic Achievements" (IITAA). Additionally, an oral interview method was employed to gather data.

The questionnaire was organised into two primary components, denoted as Section A and Section B. Section A includes the bio-data of the respondents, encompassing information such as their names, ages, genders, teaching experience, marital status, and other relevant details. Section B comprises ten response items that are directly generated from the two study questions. These items aim to gather respondents' thoughts regarding the influence of instructional technology on the academic successes of students in a few chosen seminaries of AGN. The participants were instructed to provide their genuine opinions using a four-point Likert scale, where SA represents Strongly Agreed and corresponds to 4 points, A represents Agreed and corresponds to 3 points, SD represents Strongly Disagreed and corresponds to 2 points, and D represents Disagreed and corresponds to 1 point.

The researcher himself visited the seminaries under study, having obtained permission from the school leadership. Out of the three hundred and twenty copies of the questionnaire broadcasted among the three seminaries, only three hundred copies were filled and returned therefore the response to the returned items formed the basis for analysis and conclusions of the study.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The data was presented on tables; 2, and 3 respectively sequel to the number of research questions (1and 2). The analysis was done using the simple percentage and thereafter a due interpretation was done which led to the conclusion drawn for the study.

1. What is the level of understanding and use of instructional technology among staff and students of AG seminaries?

TABLE 2

S/N	RESPONSE ITEMS	SA	A	SD	D	TOTAL
1.	All staff and students understand the need for technology in instruction	155	100	25	20	300
2.	All teachers use computers and laptops, overhead projectors during instruction	50	150	100	50	300
3.	All students freely and easily access the ICT centers available in schools	90	90	20	100	300
4.	Black board/chalk is still in use for pedagogy	290	3	2	5	300
5.	Some lecturers find difficulties using the internet and computers for teaching	150	70	40	40	300

From the table 2 above on research question one; the following response items became obvious: 255 people accepted the proposal that both staff and students of AG seminaries have a good understanding of the need for Technology in Instruction while only 45 respondents rejected the idea. This is a sign that the concept of instructional technology is not new in AGN seminaries hence both lecturers and students understand the necessity for using modern technological appliances in teaching and learning, in support of this, Kanno (2008) saw the Nigerian society as still backward technologically and educationally and need rapid change.

Akubuilo (2007) suggested that teaching and learning requires the use of computer software. As for the opinion that all teachers use computers, laptops and electronic projectors, it was a balanced response in percentage, as 150 persons accepted and 150 persons rejected same. This means that a good number of teachers in AGN theological seminaries are yet to start using computer and electronic aides to teach. To the question asking if all students freely use the ICT facilities available, out of 300 respondents used for the study, 180 accepted while 120 said no, this implies that while there may be ICT centers in AG schools but students may not have the financial enablement to do the needful, this is why **Achuonye** (2004) and **Ajayi** (2008) saw economic factors as a major problem to achievement of educational technological aims in Nigeria. Surprisingly, 293 respondents accepted the black-board and chalk is still in use for teaching in AGN seminaries while 7 respondents appeared neutral in their knowledge about this fact. This implies that instructional technology has not yet been optimized as it is in some modern seminaries.

To the opinion that many AGN lecturers find difficulty using computers and the internet facilities in teaching, 220 respondents said yes leaving 80 people in a smaller angle with the negation sign, this means that as a result of non exposure to modern teaching technological aides, some AGN seminary teachers still find difficulty in using teaching aides thereby requiring upgrading and training. Kulik (2014) and cobbert (2002) also observed that lack of implementation of the technological educational curriculum is a major challenge in Nigerian educational industry.

How does instructional technology influence academic achievements in AG Seminaries?

TABLE 3

6.	Makes teacher-learner communications easy	160	80	20	40	300
7.	Guarantees teaching and learning of volumes of content without much stress and cost	100	100	50	50	300
8.	Helps inter-learner relationships	99	101	51	49	300
9.	Encourages speedy teaching	200	50	23	27	300
10.	Encourages the use of audio-visual materials in the class	130	100	40	30	300

From the table 3 above, in responding to the opinion that application of instructional technology in AGN seminaries creates an easy communication between teachers and learners, 240 responded positively while 60 people responded to the affirmative. It implies that the impact of technology in instruction is felt in the better way teachers communicate with their students this could be in the form of telephone communications, video-calls, conference calls and chats, watsap messages, e-mailing, text messages, publishing students on-line, group chats etc. this is why Okebukola (2017) opined that technological appliances must be used in classroom activities in this digital age. Similarly, Eze Rock (2012) insisted that teachers need to improve communication capacity by the adequate use of modern internet facilities for the benefit of students. Another suggestion is that it encourages or guarantees achievement of volumes of content without much stress, to this opinion, 200 people accepted while 100 rejected it. Since 200 persons represented 67% of the sample population, it means that the opinion is correct. Similarly, 200 respondents accepted that use of ICT encourages inter-learner relationship and 250 said that it encourages speedy

teaching and 230 accepted that using ICT allows the use of audio-visual materials in the classroom. This table is specifically vital to this study as it unveils the impact instructional technology deposits on theological education especially in AGN. This is why Akubuilo (2007) encourages all instructors to be digitally and technologically equipped.

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter brings the bulk of research into an academic capsule. The chapter was done under the following sub-headings: summary, conclusion and recommendations.

SUMMARY

The work discovered that although there is a bellow average attainment of educational Technology in AGN Seminaries and Bible colleges, more work need to be done as some of AGN schools still use old and outdated instructional aides: black board, chalk etc. The impact of educational technology is overwhelming but the study discovered relative low availability and utility of computers and other ICTs. This is in-line with what Olaore (2012) discovered when conducted a study on the extent of use of computers by science teachers in senior Secondary Schools in Rivers state. Olaore (2012) further revealed that the male science teachers have more positive disposition towards the use of computers in the school environment than their female counterparts. Similarly, Okiki (2011) in a related study on the level of availability and use of internet facilities in Bible schools in Rivers state reveals that limited internet facilities are available in sampled schools and that the few ones available are often handled and used by male teachers than their female counterparts. Of course, this is an indication that gender is an important factor affecting the level of computer usage in seminaries. This finding is in agreement with Yusuf (2015) who reported significant difference between male and female teachers' male teachers possessing greater positive attitudes than their female counterparts.

Regarding the level of utilization of ICT tools by Seminary teachers, this was found to be relatively low. It further indicates that both male and female teachers underutilize available ICT tools for teaching and learning. This is not in-line with contemporary educational practices in developed nations of the world where computers have dominated instructional delivery processes; where teachers and learners alike rely much more on on-line sources of information than other sources.

CONCLUSION

Assemblies of God Nigeria (AGN) remains at the fore front and head of Pentecostalism in Nigeria, therefore she is expected to set the pace even in education and academics therefore the impact and use of technology in instruction can never be underestimated. In the course of the study, the following conclusions were made: Most computer illiterate teachers consider the use of ICT as an inefficient option in teaching. Hence shy away from its frequent use. When computers are not available, teachers may necessarily get discouraged to teach. Some teachers exhibit a personality of being slow to adapting to Technological changes or innovations. This may have been affecting their use of ICT as well. Less experienced teachers feel inadequate with the use of Computers (ICT) for teaching.

RECOMMENDATIONS

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

1.   General council of Assemblies of God Nigeria (AGN) should make the provision of instructional technological material (computers and internet facilities) a major priority at all levels of education especially in our theological institutions.

2.   It is recommended that the implementation of a continuous in-service teacher education programme be initiated in AGN, with the aim of successfully equipping teachers to integrate Computer and ICT into topic teaching and learning. This programme should utilise contemporary pedagogical methodologies to ensure optimal outcomes.

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