Abstract

Information and Communications Technology or (ICT) encompasses telecommunications, computers as well as necessary enterprise software, middleware, storage, and audio-visual systems, which enable users to access, store, transmit, and manipulate information. While much of the rhetoric about (and rationale for) using ICTs in education has focused on the potential for changing the teaching-learning paradigm, in practice, ICTs are most often used in education to support existing teaching and learning practices with new (and, it should be noted, often quite expensive) tools. While impact on student achievement is still a matter of reasonable debate, a consensus seems to have formed that the introduction and use of ICTs in education can help promote and enable educational reform, and that ICT is a useful tool to both motivate learning and promote greater efficiencies in education systems and practices. The main purpose of this article is to enlighten the readers on the barriers to technology integration in the developing world using Delta State University in Nigeria as a case study. A survey was conducted through analyzing related literature and questionnaires distribution to lecturers and
students in the education departments of the institution. From the findings, it was concluded that
the main barriers hindering the integration of ICTs include lack of access to technology, lack of
teacher confidence and lack of skills. Some of the benefits that can be achieved from ICT
integration include students and lecturers motivation, quality education, promoting learners
autonomy and user confidence.

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