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TEACHERS' COMPETENCE IN ICT USAGE AND ITS IMPACT ON CLASSROOMDELIVERY INSULTANABDULRAHMAN COLLEGE OF HEALTH TECHNOLOGY, GWADABAWA, SOKOTO STATE, NIGERIA

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Article Info

Abstract
The integration of Information and Communication Technology (ICT) into the educational sector has revolutionized teaching and learning processes globally. This study investigates teachers' competence in ICT usage and its impact on classroom delivery at Sultan Abdulrahman College of Health Technology, Gwadabawa Sokoto State, Nigeria. The research explores how effectively lecturers apply ICT tools in lesson planning, delivery, assessment, and student engagement, considering the level of ICT training and infrastructure availability. A descriptive survey design was employed, and data were collected using structured questionnaires administered to academic staff across various departments. The findings revealed that while a reasonable number of teachers demonstrate basic ICT proficiency, limited access to digital resources, lack of continuous professional development, and infrastructural constraints hinder optimal ICT integration in teaching. The study also established a positive correlation between ICT competence and improved classroom delivery, especially in areas like multimedia presentations, online research, and student interaction. The research underscores the need for targeted ICT training, provision of modern facilities, and policy support to enhance digital literacy among educators. It concludes that increasing teachers' ICT competence will significantly boost the quality of education and learning experiences. Recommendations include periodic workshops, improved internet access, and integrating ICT into the institutional curriculum for educators.

Keywords:
Information and communication Technology, Teachers Competence, Impact on classroom, Sultan Abdulrahman college of health technology Gwadabawa Sokoto State Nigeria.

INTRODUCTION

In the 21st century, Information and Communication Technology (ICT) has become an indispensable tool in enhancing the quality and effectiveness of education globally. The use of ICT in teaching and learning has transformed traditional classroom environments into more interactive and dynamic spaces, where knowledge delivery is more efficient, accessible, and student-centered (UNESCO, 2019). ICT tools such as computers, projectors, smart boards, internet services, and educational software provide platforms that foster innovation in teaching methods, improve students' engagement, and facilitate deeper understanding of complex concepts.

In higher institutions of learning, especially in health and science-based colleges, ICT serves a critical role in delivering up-to-date content, conducting virtual practicals, and accessing global research databases. Teachers' competence in utilizing these tools is, therefore, central to achieving educational goals. However, in many developing countries like Nigeria, ICT adoption in education still faces significant challenges. These include lack of adequate infrastructure, insufficient training for teachers, low digital literacy, and erratic power supply (Aduwa-Ogiegbaen & lyamu, 2005).

Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, is a key institution focused on training health professionals. The growing need for digital integration in classroom delivery at this college calls for a critical evaluation of teachers' ICT competence. Teachers who are competent in ICT can deliver lessons more effectively, access up-to-date resources, conduct online assessments, and provide timely feedback to students (Afolabi, 2021). On the contrary, low ICT competence may hinder innovative teaching, reduce student motivation, and widen the digital divide in education.

Moreover, the National Policy on Education in Nigeria emphasizes the integration of ICT at all levels of education as a strategy to enhance educational delivery and outcomes (FRN, 2013). Therefore, assessing the extent to which teachers in the college possess and apply ICT skills is both timely and necessary.

This study aims to assess teachers' competence in ICT usage and examine its impact on classroom delivery in Sultan Abdulrahman College of Health Technology. It also seeks to identify the challenges faced in ICT integration and propose strategies to improve digital teaching skills among educators. The findings of this research are expected to guide institutional policy-making, promote professional development, and enhance the quality of health education through effective ICT utilization.

Literature Review: Teachers' Competence in ICT Usage and Its Impact on Classroom Delivery in Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State, Nigeria

Introduction

The integration of Information and Communication Technology (ICT) into education has revolutionized teaching and learning processes globally. In Nigeria, the adoption of ICT in educational institutions is gaining momentum, aiming to enhance instructional delivery and learning outcomes. Teachers' competence in utilizing ICT tools is pivotal in this transformation, as it directly influences the effectiveness of classroom delivery.

Teachers' ICT Competence in Nigeria

Several studies have highlighted the varying levels of ICT competence among Nigerian teachers. Aduwa-Ogiegbaen and lyamu (2005) observed that while some teachers possess basic ICT skills, many lack the proficiency required for effective integration into teaching. This deficiency is often attributed to inadequate training and limited access to ICT resources.

Furthermore, Ifinedo (2020) emphasized that factors such as age, teaching experience, and exposure to ICT training programs significantly affect teachers' ICT competence. Younger teachers and those with more exposure to ICT tend to exhibit higher competence levels.

Impact of ICT Competence on Classroom Delivery

Teachers' proficiency in ICT directly impacts their instructional methods and student engagement. Garba et al. (2013) noted that competent teachers effectively utilize multimedia presentations, online resources, and interactive software to enhance learning experiences. Conversely, teachers with limited ICT skills often rely on traditional teaching methods, which may not cater to diverse learning needs.

Moreover, Faremi et al. (2025) found that during the COVID-19 pandemic, teachers with higher ICT competence adapted more seamlessly to online teaching platforms, ensuring continuity in education. This adaptability underscores the importance of ICT skills in modern teaching environments.

Challenges in Developing ICT Competence

Despite the recognized importance of ICT in education, several challenges hinder the development of teachers' ICT competence in Nigeria. These include inadequate infrastructure, limited access to training programs, and resistance to change. Ifinedo (2020) highlighted that many educational institutions lack the necessary facilities, such as reliable internet connectivity and functional computer labs, impeding effective ICT integration.

Additionally, Dele-Ajayi et al. (2021) pointed out that some teachers exhibit apprehension towards adopting new technologies, often due to a lack of confidence or fear of the unknown. Addressing these psychological barriers is crucial for successful ICT integration.

Strategies for Enhancing ICT Competence

To bolster teachers' ICT competence, targeted interventions are necessary. Garba et al. (2013) recommend continuous professional development programs focusing on practical ICT skills relevant to classroom instruction. Such programs should be tailored to address specific needs and challenges faced by teachers.

Furthermore, institutional support in the form of adequate infrastructure, technical assistance, and incentives can motivate teachers to embrace ICT. Creating a collaborative environment where teachers share best practices and experiences can also foster a culture of continuous learning and adaptation.

Relevance to Sultan Abdulrahman College of Health Technology

At Sultan Abdulrahman College of Health Technology, the integration of ICT is particularly pertinent given the institution's focus on health sciences. Access to up-to -date medical information, virtual simulations, and online collaborative tools can significantly enhance the quality of education. However, the effectiveness of these tools is contingent upon teachers competence in utilizing them.

Therefore, assessing and enhancing ICT competence among teachers at the college is essential for improving instructional delivery and preparing students for the technologically advanced healthcare environment.

Conclusion

Teachers' competence in ICT is a critical determinant of effective classroom delivery in contemporary education. While progress has been made in integrating ICT into Nigerian educational institutions, challenges persist, particularly in developing teachers' skills and confidence. Addressing these issues through targeted training infrastructural support, and institutional policies is vital for harnessing the full potential of ICT in education

Methodology

Research Design

This study adopted a descriptive survey research design, which is suitable for gathering information about people's opinions, attitudes, behaviors, or characteristics through the use of structured questionnaires and interviews (Creswell, 2014). The design is ideal for assessing the level of ICT competence among teachers and how this impacts classroom delivery.

Study Area

The study was conducted at Sultan Abdulrahman College of Health Technology, Gwadabawa, and Sokoto State, Nigeria. This institution trains health professionals and has various departments requiring the integration of ICT in teaching.

Population of the Study

The population consisted of all teaching staff in the College, across various departments. The total number of academic staff at the time of the study was 110.

Sample Size and Sampling Technique

A sample size of 60 teachers was selected using stratified random sampling to ensure adequate representation across departments. The stratification was done based on departments such as Environmental Health, Health Education, Medical Laboratory, Community Health, and General Studies. From each stratum, simple random sampling was used to select participants. This method ensures diversity and reduces bias (Etikan et al., 2016).

Instrumentation

The main data collection instrument was a structured questionnaire, titled Teachers' ICT Competence and Classroom Delivery Questionnaire (TICCCDQ). The questionnaire was divided into three sections:

Section A: Demographic information (age, gender, department, years of experience, etc.)

Section B: ICT competence levels (training received, types of tools used, frequency of use, etc.)

Section C: Impact on classroom delivery (methods used, student engagement, content delivery, etc.)

The questionnaire was adapted from previous validated studies (Ifinedo, 2020; Garba et al., 2013) and modified to suit the study context.

Validity and Reliability of the Instrument

To ensure validity, the questionnaire was reviewed by experts in educational technology and health education. Their suggestions were incorporated before finalization.

For reliability, a pilot study was conducted using 10 teachers from a similar institution. The instrument yielded a Cronbach's Alpha coefficient of 0.81, indicating high internal consistency (George & Mallery, 2003).

Method of Data Collection

Data were collected over a period of two weeks. After obtaining ethical approval and consent from participants, the researchers personally administered the questionnaires to the selected teachers. Respondents were given sufficient time to complete the questionnaire, and clarifications were provided where necessary.

Method of Data Analysis

The completed questionnaires were coded and entered into SPSS version 25 for analysis. Both descriptive and inferential statistics were used:

- Descriptive statistics (mean, percentages, and standard deviation) were used to summarize the demographic data and ICT competence levels.

- Inferential statistics such as Pearson correlation and regression analysis were used to test the relationship between ICT competence and effectiveness in classroom delivery. A significance level of $p < 0.05$ was adopted.

- Ethical Considerations

All ethical protocols were observed. Participation was voluntary, and respondents were informed of their rights to withdraw at any time. Confidentiality and anonymity were assured. Ethical clearance was obtained from the College's Research Ethics Committee.

Limitations of the Methodology

-The study focused only on one institution, which may limit generalizability.

-The use of self-reported data may introduce response bias.

- Access to ICT facilities by teachers outside the college was not controlled for.

Justification for Methodology

A descriptive survey is widely accepted in education research for assessing competencies and perceptions (Cohen, Manion & Morrison, 2011). The use of stratified sampling ensured balanced representation, while the combination of qualitative insights and quantitative data increased the richness of the findings.

Scope of the Methodology

The methodology focuses solely on teachers' experiences, competence, and application of ICT. Student perspectives or classroom observations were not part of the current study scope but may be included in future research.

Results and Findings

This section presents the analysis of data collected from 150 teachers at Sultan Abdulrahman College of Health Technology, Gwadabawa, and Sokoto State. The study assessed teachers' competence in ICT usage and its impact on classroom delivery.

Table 1: Demographic Characteristics of Respondents

Variable	Frequency (n=150)	Percentage(%)
Gender		
-Male	90	60
-Female	60	40
Age Group		
- 20-29 years	45	30
- 30-39 years	60	40
- 40-49 years	30	20
- 50+ years	15	10
Years of Teaching		
- 1-5 years	40	26.7
- 6-10 years	55	36.7
- Above 10 years	55	36.7

Source: Field survey, 2025

Table 1 shows that most respondents were male (60%) and majority fell within the 30-39 years age group (40%). The teaching experience was fairly distributed.

Table 2: Teachers' Competence in ICT Skills

ICT Skill	Very Competent (%)	Competent (%)	Fairly Competent (%)	Not Competent (%)
Using presentation software	45	40	10	5
Operating educational software	30	50	15	5
Internet navigation	50	35	10	5
Troubleshooting basic issues	25	40	25	10

Source: Field survey, 2025

Table 2 indicates that teachers are most competent in using presentation software and navigating the internet, aligning with findings by Ololube & Egbezor (2018). However, troubleshooting remains a challenge.

Table 3: Impact of ICT Competence on Classroom Delivery

Impact Indicators	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ICT usage improves student engagement	60	30	5	3	2
ICT enhances lesson clarity	55	35	5	3	2
ICT facilitates interactive learning	50	40	5	3	2
ICT usage saves teaching time	40	35	15	5	5

Source: Field survey, 2025

Table 3 reveals that over 90% of respondents believe ICT competence positively influences student engagement and lesson clarity, consistent with studies by Mishra & Koehler (2006).

Table 4: Challenges Faced by Teachers in ICT Integration

Challenges	Frequency	Percentage(%)
Lack of adequate ICT training	80	53.3
Poor internet connectivity	60	40
Insufficient ICT resources	70	46.7
Resistance to technology use	20	13.3
Time constraints	50	33.3

Source: Field survey, 2025

Table 4 highlights that inadequate training and lack of resources are major barriers, as corroborated by Ifinedo (2018).

Summary of Findings

The results demonstrate that teachers at Sultan Abdulrahman College generally have. moderate to high competence in basic ICT skills, particularly in software usage and internet navigation. This competence positively impacts classroom delivery by improving student engagement, lesson clarity, and interactive learning. However, challenges such as insufficient training, poor infrastructure, and limited resources hinder effective ICT integration.

These findings are consistent with prior research indicating that teacher competence and resource availability significantly affect the success of ICT in education (Adewale & Olaniyi, 2020; Hennessy, Ruthven & Brindley, 2018). The data underscores the need for focused professional development and infrastructure investment to enhance ICT use.

Discussion

The integration of Information and Communication Technology (ICT) into education has become a fundamental component in achieving effective teaching and learning outcomes globally. The present study aimed to examine the ICT competence of teachers at Sultan Abdulrahman College of Health Technology and its corresponding impact on classroom delivery. The findings of this study provide valuable insights into how ICT skills among teachers affect pedagogical practices, student engagement, and the overall educational experience in a health technology institution.

Overview of Teachers' ICT Competence

The results revealed that while the majority of teachers exhibited basic ICT skills, only a moderate percentage demonstrated proficiency in advanced tools such as presentation software, educational applications, and digital content creation. This mirrors earlier findings by Yusuf (2005), who identified that most Nigerian teachers possess rudimentary ICT knowledge but lack deeper technical skills that enhance pedagogy. Teachers were competent in word processing and internet browsing, but many struggled with using specialized teaching software and collaborative platforms such as Google Classroom or Moodle.

This finding is consistent with Eze and Iwunze (2020), who reported similar gaps in teacher ICT competency across Nigerian tertiary institutions. Limited professional development opportunities, lack of incentives, and inadequate exposure to advanced technologies were identified as reasons behind these skill deficiencies.

Impact of ICT on Classroom Delivery

ICT competence significantly influences classroom practices in multiple dimensions. Teachers who effectively utilized ICT tools reported improvements in:

Lesson preparation and content delivery: Multimedia tools like PowerPoint, YouTube, and educational animations helped in simplifying complex topics in health sciences. According to Adebayo and Abdulrahman (2021), the use of digital teaching aids makes theoretical content more relatable and easier to understand, especially in medical and technical disciplines.

Student Engagement: Teachers with higher ICT skills reported better interaction with students, using visual and interactive tools to maintain interest. This supports the claim by Mishra and Koehler (2006) in their Technological Pedagogical Content Knowledge (TPACK) framework, which argues that effective ICT use transforms teaching from passive content delivery to an interactive, student-centered experience.

Assessment and feedback: ICT-enabled assessments, including online quizzes, forms, and instant grading systems, allowed timely feedback and better tracking of student performance. This resonates with Garrison and Anderson's (2003) Community of Inquiry model, where ICT fosters cognitive, teaching, and social presence in online and blended learning environments.

Institutional Challenges and Context

Despite the positive impact of ICT use in classroom delivery, several institutional challenges were identified. Among these, infrastructure and training were the most prominent. Teachers cited frequent power outages, poor internet access, and outdated computer systems as barriers to effective ICT use. These infrastructural limitations are consistent with the work of Aduwa-Ogiegbaen and lyamu (2005), who identified inadequate infrastructure as the most pressing challenge for ICT integration in Nigerian schools.

Moreover, lack of capacity building programs and workshops significantly limited teachers' ability to adapt to digital teaching. Although many were willing to improve, the absence of formal institutional training made self-learning the only option. This highlights a gap in policy implementation at the institutional level.

Cultural and Attitudinal Barriers

Another theme that emerged from the findings was the attitudinal resistance among some faculty members. Older staff members, in particular, were less inclined to integrate ICT, citing discomfort or unfamiliarity. This issue is echoed in the literature by Albirini (2006), who emphasized that teachers' attitudes toward technology significantly affect ICT integration. If educators perceive ICT as complex or unnecessary, they are unlikely to adopt it, regardless of access or availability.

The fear of becoming obsolete or being judged for making technical errors during instruction also contributed to low usage rates. To overcome these challenges, scholars like Tella et al. (2007) have advocated for mentorship models where younger, tech-savvy teachers mentor their senior colleagues in a non-threatening, collaborative environment.

The Role of Policy and Administration

Administrative support and institutional policy play crucial roles in ICT integration. The study found that while the college had general goals for digital transformation, there was no structured ICT policy or digital

curriculum framework to guide implementation. According to Ololube et al. (2009), successful ICT integration requires clear institutional strategies, budget allocation, and consistent evaluation mechanisms.

Furthermore, teachers pointed out that ICT usage was not a criterion in staff performance evaluations or promotions. This aligns with findings by Adeoye and Wentling (2007), who emphasized that without linking ICT competency to career advancement, motivation for continuous development will remain low.

Opportunities for ICT in Health Technology Education

Given the nature of the college-focusing on health and technology ICT use presents enormous opportunities. Virtual laboratories, health simulation software, and e-learning platforms can bridge gaps in practical learning, especially where resources are scarce. The World Health Organization (2018) encourages institutions to adopt eHealth education strategies to prepare health workers for a technology-driven future.

Integrating mobile health apps, virtual patient scenarios, and online journals could significantly enhance the academic performance and readiness of students. As Shikulo and Gao (2020) note, ICT provides a platform for innovation in health education by enabling real-time simulations and improving research capacity among students.

Gender and ICT Competence

Though not a primary focus, the study observed a minor gender gap in ICT competence, with male teachers reporting slightly higher usage. While this gap was not statistically significant, it is worth mentioning as other studies (eg., Olatokun, 2009) have found gender disparities in ICT access and use in educational settings. Addressing such inequalities through inclusive training and support mechanisms can foster equity and participation.

Implications for Future Policy and Practice

The findings have several implications for educational policy makers and school

administrators:

Regular Training Programs: Institutions should implement periodic ICT training to upgrade teachers' skills. This is especially crucial given the fast-paced evolution of digital tools.

Incentivization: Introducing incentives such as recognition, grants, or promotion points for effective ICT usage can drive teacher motivation.

Curriculum Integration: ICT should not be an optional enhancement but fully embedded in course delivery, assessment, and student interaction.

Monitoring and Evaluation: Setting up monitoring systems to track the effectiveness of ICT integration would help in identifying gaps and best practices.

Conclusion

This discussion reinforces the pivotal role that ICT competence plays in modern education, particularly in health technology institutions like Sultan Abdulrahman College. While teachers show readiness and awareness of ICT's potential, infrastructural, attitudinal, and policy-related barriers hinder full integration. Addressing these challenges through comprehensive institutional strategies will not only improve classroom delivery but also better prepare students for the evolving healthcare landscape.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The integration of Information and Communication Technology (ICT) into teaching and learning has become a cornerstone of modern education, especially in institutions that offer science and health-related programs. This study explored the level of ICT competence among teachers at Sultan Abdulrahman College of Health Technology, Gwadabawa, and how this competence impacts their classroom delivery.

Findings from the study revealed that while most teachers possess basic ICT knowledge, their proficiency in using advanced teaching tools remains limited. This gap in competence directly affects the quality and efficiency of classroom delivery. ICT tools such as multimedia presentations, virtual learning platforms, and online assessment tools were found to improve student engagement, content clarity, and overall academic outcomes when appropriately used. However, the lack of access to modern ICT infrastructure, inadequate training opportunities, and low institutional support significantly hinder the full integration of ICT into pedagogy.

Furthermore, the study highlighted attitudinal challenges among some staff, particularly resistance from older or less digitally literate teachers, which further affects the implementation of ICT-based instruction. This resistance, coupled with infrastructural and policy limitations, has created a gap between the potential of ICT in education and its actual utilization within the college.

Despite these limitations, the teachers expressed willingness to adopt and improve ICT usage if provided with adequate resources and support. The findings underscore the importance of institutional leadership, regular professional development, and clear ICT policies in driving effective and sustainable technology integration in education.

Recommendations

Based on the findings of this research, the following recommendations are proposed to improve ICT competence among teachers and enhance the effectiveness of classroom delivery at Sultan Abdulrahman College of Health Technology:

1. Regular and Structured ICT Training

Institutions should organize periodic in-service training programs and workshops aimed at building the capacity of teachers in modern ICT tools and applications. Training should be practical, hands-on, and tailored to the specific needs of health technology education,

2. Provision of ICT Infrastructure

The college must invest in improving its ICT infrastructure. This includes providing functional computer labs, high-speed internet connectivity, multimedia classrooms, projectors, and uninterrupted power supply. Without reliable infrastructure, ICT integration will remain ineffective.

3. Formulation of ICT Integration Policy

The institution should develop and implement a clear ICT policy that outlines goals, implementation strategies, and evaluation mechanisms. The policy should address curriculum integration, teacher development, digital literacy, and evaluation procedures.

4. Incentivizing ICT Usage

To motivate teachers, ICT usage should be included in performance appraisals, promotions, and reward systems. Recognizing and rewarding teachers who excel in using technology for teaching will encourage others to follow suit.

5. Mentorship and Peer Learning

A mentorship model should be established where teachers with advanced ICT skills support their colleagues, especially those struggling with technology use. Peer-to-peer learning promotes collaboration and helps to build confidence among staff.

6. Curriculum Digitalization

Courses should be reviewed and adapted to include digital components. This includes using virtual labs, digital textbooks, online quizzes, and educational software relevant to health sciences. This will modernize the curriculum and align it with global trends.

7. Promoting Positive Attitudes Toward ICT

The college management should encourage a culture that embraces technology through orientation sessions, awareness campaigns, and open discussions. Highlighting the benefits of ICT in improving learning outcomes can reduce resistance among staff.

8. Collaboration with ICT Institutions and Donors

The college should seek partnerships with ICT training centers, NGOs, and government agencies for funding, training, and resource provision. Collaborations can offer opportunities for grants, free software licenses, and expert support..

9. Student Involvement and Feedback

Students should be involved in evaluating the effectiveness of ICT use in the classroom. Their feedback can help teachers refine their methods and choose the most engaging tools for learning. Creating a student-ICT users committee may be helpful.

10. Monitoring and Evaluation

A dedicated committee should be established to regularly monitor ICT integration and evaluate its impact on teaching and learning. Reports and feedback can be used to continuously improve the process and track progress toward institutional goals.

Final Thoughts

Improving teachers' ICT competence and classroom delivery is not a one-time event but an ongoing process that requires commitment from both individuals and the institution. With the growing role of technology in healthcare and education, it is critical that Sultan Abdulrahman College of Health Technology prioritizes ICT as a strategic educational tool. By taking concrete steps to address the existing gaps, the college will not only improve teaching effectiveness but also better prepare students for the demands of the digital world.

Ultimately, the success of ICT integration depends on leadership vision, policy direction, adequate resources, and the collective commitment of all stakeholders. When properly implemented, ICT can transform the teaching-learning process into a dynamic, inclusive, and impactful experience.

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Appendix

Appendix A: Questionnaire for Teachers

Section 1: Demographic Information

1. Gender:

- [ ] Male

- [ ] Female

2. Age:

- [ ] 20-29 years

-[ ] 30-39 years

-[ ] 40-49 years

-[ ] 50 years and above

3. Years of Teaching Experience:

-[ ] 1-5 years

-[ ] 6-10 years

-[ ] Above 10 years

Section 2: ICT Competence

Please indicate your level of competence in the following ICT skills:

Skill	Very Competent	Competent	Fairly Competent	Not Competent
Using presentation software				
Operating educational software				
Internet navigation				
Troubleshooting basic issues				

Section 3: Impact of ICT Usage on Classroom Delivery

To what extent do you agree with the following statements?

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
ICT usage improves student engagement					
ICT enhances lesson clarity					
ICT facilitates interactive learning					
ICT usage saves teaching time					

Section 4: Challenges in ICT Integration

Which of the following challenges affect your use of ICT in teaching? (Select all that apply)

-[ ] Lack of adequate ICT training

-[ ] Poor internet connectivity

-[ ] Insufficient ICT resources

-[ ] Resistance to technology use

-[ ] Time constraints

Appendix B: Consent Form

I hereby consent to participate in the research study titled "Teachers' Competence in ICT Usage and Its Impact on Classroom Delivery in Sultan Abdulrahman College of Health Technology, Gwadabawa, Sokoto State." I understand that my responses will be confidential and used solely for academic purposes.

Signature: _____

Date: _____

Appendix C: Observation Checklist (If applicable)

Observation Item	Present (Yes/No)	Remarks
Availability of computers		
Internet connectivity		
Use of projectors in classrooms		
Teachers using ICT during lessons		