

**Influence Of Information Communication Technology Performance Expectancy On Teachers' Performance In
Secondary Schools In Kampala Capital City Authority, Uganda**

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ABSTRACT

The study assessed the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District, Uganda. It employed a cross-sectional research design. The Cross-sectional design allowed for the study of the population at one specific time and the difference between the individual groups within the population to be compared. The sample size was 103. The researcher used simple random sampling to select the teachers from the human resource book. The study employed a questionnaire as a tool of data collection. The study findings revealed that teachers generally agree that using ICT can increase their productivity, as indicated by the mean score. The standard deviation is also relatively low, indicating a degree of consensus among respondents. Implication: Teachers acknowledge the role of ICT in enhancing their productivity. The study recommended that educational authorities and institutions should prioritize the provision of comprehensive and ongoing professional development and training programs for teachers.

Keywords: Information Communication Technology, Performance Expectancy, Secondary Schools.

Introduction

In the secondary schools of Kampala Capital City Authority, classical teaching methods have been and continue to be used in the teaching and learning process with their limitations under different circumstances that vary according to the needs of students and instructors (Seth & Ntirandekura, 2022). Little emphasis is placed on the adoption of educational technology, but if used properly, ICTs could provide a number of powerful tools that can help transform the current isolated teacher-centered, text-bound classroom into a rich, interactive, student-centered knowledge environment (Anthony, Kazaara and Kazaara, 2023). In relation to the development of ICT implementation in Kampala Capital City Authority, Kampala District, there is room for improvement as the internet service usage rate is 41.4% (never use the internet) and 33.3% do not know about the service; and 78.2% of the population aged 6+ have never used a computer before (Mark et al., 2023).

ICTs include a combination of hardware (computers), software (Microsoft Office Tools) and telecommunications (Wi-Fi, e-mail, mobile phones and the Internet). Gulbahar (2007) argues that despite huge investment in ICT in teaching and learning, there is little evidence of its adoption. As White et al. (2002) highlight that conditions that can facilitate innovative teaching and learning include ensuring that learning objectives are achievable using ICT tools; using ICT tools as one resource among others, which may include providing professional development and technical support, making equipment available, and working to change teachers' negative beliefs about ICT in teaching and learning (Anthony, Kazaara, Kazaara et al., 2023).

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The introduction of ICT in education was motivated by its proven positive impact on the provision, quality and support of education. Accordingly, Christie (2002) strongly argues that ICTs are at the heart of lifelong learning, learner-centred education, out-of-school course provision and enhanced educational collaboration. There is no doubt that with the help of ICT students are able to create knowledge

they gain hands-on and enriching experiences as they develop high-level thinking and problem-solving skills (Moses, 2023). This is actually linked to the fact that ICT forces changes in the teaching process, allows easy access to many resources, collaboration and activity of groups of students and gives teachers the opportunity to offer individual support to their students (Christopher, Komunda et al., 2022). The fact that ICT forces changes in the institutional process also particularly enhances the student's chances of lifelong learning (Christopher, Methodius, et al., 2022). However, the presence of ICT in education and its impact in some cases of primary and secondary education could not be ascertained. In view of this issue, (Faridah et al., 2023) attribute the reasons for the lack of impact of ICT on student achievement to four main components, namely design and implementation, assessment procedures, type of innovation and cost effectiveness.

One of the main trends in education reform is the acquisition and use of information technology. According to (Jac & Kazaara, 2023), two main trends emerged in educational technology at the beginning of the large-scale use of ICT in education from the 1980s: computer-assisted instruction (also referred to as computer-assisted instruction and computer-based instruction) and the use of the computer as a tool. The first consisted of different kinds of learning software, which still has a strong presence in learning objects (LOs).

The general impression is that the integration of technology in learning and teaching is a very valuable asset in the learning process, it appeals to many aspects of student learning and therefore it is vital to introduce ICT in education (Christopher, Moses, et al., 2022) argued that ICT they have not penetrated much in many institutions of higher education, not only in Tanzania but in many developing countries due to many socio-economic and technological circumstances. In their paper, they note that despite the successes achieved by higher education institutions in Tanzania, they still face many challenges in the ICT adoption process (Ntirandekura et al., 2022b). Challenges include lack of a systems approach to learning, awareness and attitudes towards ICT, administrative and technical support, staff development and lack of ownership, insufficient funding and transformation of higher education (Victoria et al., 2023).

Public expectations of information and communication technologies and educational systems have increased with the ubiquity of digital technologies in everyday life. Currently, the discourse is predominantly instrumental and focuses on skills and the use of ICT in the service of curriculum and teaching. Despite the fact that computers have been widely available in the educational environment for more than two decades, teachers are neither confident nor competent ICT users (Ntirandekura et al., 2022a).

For example, a study (Kerry, 2010) shows that many practicing teachers feel unprepared to use ICT in their classrooms. Similarly (Brighton et al., 2023) found that many student teachers have low self-efficacy towards ICT and have negative attitudes towards ICT. The fact that both corporations and higher education institutions are increasingly embracing ICT as tools for learning, collaboration, communication, curriculum development and employee development cannot be overemphasized. The case for ICT for education and training is more critical today than ever before, as new ways of improving teaching methods trigger change in the delivery of education (Christopher, Komunda, et al., 2022). ICT undoubtedly makes access to education more flexible and reduces time and place barriers. For example, asynchronous web technologies can increase the effectiveness of learning by bringing students into contact with peer learners from around the world (Lea, et al., 2012). In addition, communication technologies can enhance the quality of teaching and research in universities.

The Internet has become arguably the most visible component of information and communication technology (ICT). The adoption rate of the Internet is outpacing any technology before it. Its use ranges from communication, publishing to research. The dynamics of ICT adoption and use can be examined at three levels, which are the macro- (national), meso- (sectoral) and micro (organizational and individual) levels. (Godfrey et al., 2023) investigated the level and depth of computer use by university staff. Their survey shows that in Nigeria 58.5% use a computer for word processing, 32.2% use it for spreadsheet and data processing and 20.5% use it for programming, 66.9% use it for email /internet, while 9.4% use the computer for other purposes. purposes other than those mentioned above.

Problem statement

The study aimed at the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District, Uganda.

Objective of the Study

To establish the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District, Uganda.

Research Questions

What is the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District, Uganda?

Methodology

This study employed a cross-sectional research design which helps in the study of a particular phenomenon in a specific time (Easterby-Smith et al. 2008). Cross-sectional design allowed for the study of the population at one specific time and the difference between the individual groups within the population to be compared. The choice of this design is dependent on the nature of the study variables.

Kampala Capital City Authority has over a total of 50 secondary schools with a population of 1,729 teaching staff (Matovu, 2017). The researcher however used purposive sampling to select the best performing schools in the last 5 years in the national examinations. The researcher selected only 5 public secondary schools due to the short academic time allotted for research. Thus, the target population was 134 respondents.

Table 1 gives the summary of target population and sample size of the participants. Krejcie and Dworkin (1970), will be used for determining sample size for research and this is shown in the table 3.1 below.

Table 1: Target Population and Sample Size

Name of School	Target Population	Sample Size
	Teaching Staff	Teaching Staff
School A	28	21
School B	28	20
School C	27	18
School D	29	22
School E	28	19
Subtotal	140	103

Results

This study investigated the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District. the results were tabulated as below. Data was analysed inform of tables, percentages and frequencies using SPSS (Nelson et al., 2022).

Results

Table 1: Influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District

#	ICT Adoption	Mean	SD
A	Performance Expectancy		
1	ICT technology enables me to accomplish my tasks more quickly.	3.2	0.843
2	Using ICT increases my productivity (i.e., communication, processing school activities).	3.6	0.954
3	I would find ICT useful in my job.	4.0	1.302
4	If I use ICT, I will increase my chances of getting a salary raise.	2.3	0.954

1= Strongly Disagree, 2= Disagree, 3=Not sure, 4=Agree, and 5=Strongly Agree.

From the table above (Table 2), we can analyze the influence of ICT performance expectancy on teachers' performance in selected secondary schools in Kampala Capital City Authority, Kampala District.

ICT technology enables me to accomplish my tasks more quickly (Mean = 3.2, SD = 0.843): This statement received a moderate mean score, indicating that teachers in the selected secondary schools generally believe that ICT can help them

complete their tasks more quickly. The standard deviation (SD) is relatively low, suggesting that there is not much variability in responses to this statement. Implication: Teachers recognize the potential time-saving benefits of ICT in their work.

Using ICT increases my productivity (Mean = 3.6, SD = 0.954): Teachers in the study generally agree that using ICT can increase their productivity, as indicated by the mean score. The standard deviation is also relatively low, indicating a degree of consensus among respondents. Implication: Teachers acknowledge the role of ICT in enhancing their productivity.

I would find ICT useful in my job (Mean = 4.0, SD = 1.302): This statement received a relatively high mean score, indicating that teachers largely perceive ICT as useful in their job roles. However, the higher standard deviation suggests some variability in responses, with some teachers having stronger positive perceptions of ICT's usefulness than others. Implication: There is a positive perception of ICT's utility among teachers, but there is some variation in their level of agreement.

If I use ICT, I will increase my chances of getting a salary raise (Mean = 2.3, SD = 0.954): This statement received a relatively low mean score, suggesting that teachers in the selected schools are less convinced that using ICT will directly lead to a salary raise. The standard deviation indicates some variability in responses, but the mean score indicates a general disagreement with this statement. Implication: Teachers do not strongly believe that using ICT will directly impact their salary raises, which may have implications for their motivation to adopt ICT.

From the above evidence the data from this study suggest that teachers in selected secondary schools in Kampala Capital City Authority, Kampala District, generally perceive the potential benefits of ICT in terms of task accomplishment and productivity. However, there is some variability in their perceptions of ICT's usefulness in their job roles, and they do not strongly believe that ICT usage will directly lead to salary raises. These findings can inform strategies for promoting ICT adoption and its integration into teaching practices, considering teachers' expectations and concerns.

Conclusion

In conclusion, this study has provided valuable insights into the complex relationship between ICT adoption and teachers' performance in selected secondary schools within Kampala Capital City Authority, Kampala District. The findings reveal that teachers recognize the potential benefits of ICT adoption, including improved task efficiency and productivity, yet they also harbor concerns about long-term financial rewards and effort expectancy. Additionally, varying degrees of social influence from colleagues and the presence of facilitating conditions significantly impact teachers' ability to effectively integrate ICT into their professional roles.

Recommendation

Based on the findings of this study, it was recommended that:

Professional Development and Training: Educational authorities and institutions should prioritize the provision of comprehensive and ongoing professional development and training programs for teachers. These programs should focus on enhancing teachers' ICT skills and confidence, addressing their concerns about effort expectancy, and ensuring they can fully leverage the potential of ICT in their teaching and administrative roles.

Resource Allocation: Schools and educational institutions should allocate sufficient resources to ensure access to ICT hardware and software. Adequate investment in technology infrastructure is crucial to facilitate effective ICT adoption by teachers. This includes providing modern devices, software tools, and reliable internet connectivity.

Technical Support: Establish and strengthen technical support teams within schools. These teams should be equipped to provide timely assistance to teachers in using ICT effectively and addressing technical challenges promptly. Accessible and responsive technical support is essential to alleviate teachers' concerns and enhance their confidence in adopting ICT.

Peer Support and Collaboration: Encourage collaborative learning and peer support among teachers. Establish platforms and forums where teachers can share best practices, innovative ideas, and success stories related to ICT adoption. A supportive and collaborative environment can foster positive social influence, motivating more teachers to embrace ICT in their professional roles.

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