

# **INFORMATION AND COMMUNICATION TECHNOLOGY AS A DETERMINANT FOR EFFECTIVE TEACHING OF BIOLOGY**

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Background to the Study**

In the 21<sup>st</sup> century, technology is an important aspect in many fields including the study of Biology in secondary education. This could be as a result of the fact that technology has become the knowledge transfer highway in most countries. The use of Information and Communication Technology (ICT) is greatly noticed as a process of change in education, particularly the secondary education. In fact, the unavoidable growth and opening of opportunities with respect to technology and the growing awareness of the possibilities for using the technology in specific delivery and pedagogical models are causing many secondary schools (post primary) and other institutions to increase the use of information and communication technology (ICT) in education, this results into new dynamics of learning. In addition to these new learning and delivery approaches that make use of networked computer systems being referred to as ICT in education.

An organisation is a system that has several subsystems working together to achieve a common goal. It is not an entity on its own, it has to interact with its environment. As secondary schools are organisations, this applies to them as well. The environment in which secondary schools have to operate has changed significantly in the last few decades and is still changing. They must react to these changes. Sometimes they may want to anticipate changes and adapt in advance of crises. The internal characteristics of the secondary school has significant role in the pattern at which they react. In order to identify the changes that have occurred in the environment of the secondary schools during the last years, an overview is illustrated in the next chapter of the most important factors affecting secondary education.

**THIS IS 13 PAGES DOCUMENT (Introduction)**

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