**INVESTIGATION OF LECTURERS’ SELF-EFFICACY ON THEIR BEHAVIOURAL INTENTION TO USE DIGITAL CURRICULUM AMONG COLLEGES OF EDUCATION IN NIGERSTATE, NIGERIA.**

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**Abstract**

*The study investigated lecturers’ self-efficacy on their behavioural intention, in using digital curriculum among Colleges of Education, Niger State. The study has six objectives and corresponding hypotheses. The study adopted descriptive survey research design. Two Colleges of Education in Niger State were selected for the study with a sample size of 234 (148 Male and 86 Female). Reliability coefficient obtained for Behavioural intention, Competence, and self efficacy were 0.76., 0.77, and 0.86 respectively. The questionnaire was developed, validated, and used for the study. The research questions were answered using mean and standard deviations while the hypotheses were tested using ANOVA and t-test on Statistical Package for Social Sciences (SPSS) Version 23. The study revealed that work experience influenced lecturers’ behavioural intention to use digital curriculum among Colleges of Education, Niger State; this was shown in the grand mean score of 3.36 for 1-10 Years of Experience; grand mean score of 3.11 for11-20 Years of Experience; grand mean score of 3.36 for 21-30 Years of Experience and grand mean score of 3.14 for 31-40 Years of Experience. This shows that lecturers are ready to use digital curriculum to enhance their teaching activities in Colleges of Education in Niger State. But work experience does not have influence on lecturers’ Competence level and lecturers’ Self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State with F (3,230)=1.402,* p=0.243, p >0.05 *and F (3,230)=0.921* p=0.431, p >0.05. *Finding revealed that gender has no influence on lecturers’ behavioural intention and competence level in the use of digital curriculum among Colleges of Education, Niger State. based on gender. But male lectures have higher level of self-efficacy than the female lecturers towards the use of digital curriculum among Colleges of Education, Niger State based on gender. Based on the findings, it was recommended that Students, lecturers and institutions as a whole should key into the use of digital technologies to help students become relevant in their fields of study, solve problems within the educational sector and to catch up with the growing digital societies. Regular workshops, conferences, seminars or on-the job training should be organised by the Ministry of Education and the National Commission for Colleges of Education (NCCE) to update and up skill lecturers knowledge and skills in content delivery and government should provide adequate digital curriculum tools for better academic achievement of students that prepares them for global citizenship.*

. **Keywords:** Lecturer,**S**elf-efficacy, Behavioural intention, Curriculum, Digital Curriculum

**Introduction**

The rapid growth in Information Communication and Technologies (ICTs) has brought remarkable changes in the twenty-first century teaching and learning processes. ICT is becoming increasingly important in daily lives and in the educational system. The rapid growth of technologies provides new learning avenues. The use of technologies in education will offer a good platform to the instructor and learners who are confident, familiar with it and are motivated to use ICT for the purpose of teaching and learning (Arpica, 2019). Therefore, there is a growing demand on educational institutions to use ICT to teach skills and knowledge needed in this 21st century.

Introducing digital technology to the classrooms has changed the ways in which teachers’ perceived education and how they implement the curriculum (Sessoms, 2021). Teachers and students have new roles due to the shift from traditional teaching and learning methods to new methods that are based on advancement in technology. Teachers need to acquire all the technical and pedagogical skills that will enable them to integrate digital technology effectively and efficiently into the school curriculum. The greatest shift is in curriculum; moving toward integration of technology has shifted the focus from traditional curriculum to the digital curriculum (Aini & Swiji, 2020).

Curriculum can be defined as the planned interaction of students and preservice teachers with instructional content, materials, resources and process of evaluating the attainment of educational objectives (Olusanjo, 2022).. Digital curriculum is any digital content that takes many forms to support the delivery of the curriculum and facilitates the achievement of educational goals. It can be any digital media that is created in an open source format available and accessible for students at all time.

Despite efforts by the stakeholders to meet up with the trend of advancement by developing new curriculums and increasing technology available in schools, the lecturers have been indirectly set-up to a challenge a pressure of what meaningful integration of these technologies could be and how it can be achieved. Teachers are now expected to integrate and develop technology-oriented instructional materials that convey meaningful learning appealable to the students’ needs in this digital century (Aini & Swiji, 2020). The successful integration of classroom technologies such as computers, projectors, interactive whiteboards, the internet, educational and productivity hardware and software depends largely on the teacher. Therefore, lecturers’ technology integration hinges on a number of factors such as lecturer’s knowledge and self-efficacy (teachers’ confidence).

Teachers are described as the key in the entire educational programme. Teachers continue to be the major determinants of quality education at all levels. It is widely acknowledged that teachers are more effective after receiving extensive training for school curriculum. It is also acclaimed that teachers who have successfully used these classroom technologies like computers, projectors, interactive whiteboard, the internet, educational and productivity hardware and software demonstrate greater progress in self-efficacy and competence for teaching excellence. Teachers’ knowledge is what required by Teachers’ on the usage of technology in pedagogically sound ways. According to Chukwuemeka and Iscioglu (2019), effective integration of technology cannot be achieved until the teachers begin to change their mindsets positively towards the use of technology in their daily educational activities.

Behavioural intention has been defined by Fakayode (2022) as the level to which a person has developed conscious plans to perform or not to perform some specified future behaviour intention is the persons’ subjective likelihood of accomplishing a particular behaviour, and it is the deciding factor in actual behaviour (Harbi, 2022). At the moment, there are few mobile learning initiative and use of digital curriculum in higher education in West Africa, Nigeria in particular but none in the Colleges of Education, Niger State, therefore, it is not possible to measure actual use of the technology especially the use of digital curriculum, as such the study seeks to find out behavioural intention and competence in the usage of digital curriculum. Competence being the factor that can affect lecturers’ behavioural intention in the adoption of digital curriculum for proper achievement of students which depends solely on lecturers’ efficacy

Self-efficacy is defined as one’s belief in one’s ability to succeed in specific situations or in accomplishing a given task (lopez -Garrido, 2020}. In the context of this study, self-efficacy refers to lecturers’ competency in utilizing the digital curriculum for teaching and learning purpose. Lecturers’ self-efficacy is of crucial importance. It is a key factor in this process, as it is strongly correlated to an individual’s perseverance and resilience in the face of difficulty. Self-efficacy was originated from social cognitive theory which states a significant interaction between individual, environment, behaviour and cognitive factors (Gebauer *et al.*, 2021). A low self-efficacy is more likely to result in lower levels of persistence, and ultimately failure to deal effectively with the task at hand. The higher the sense of efficacy, the greater the effort, persistence, and resilience of the individual towards any endeavour especially in teaching and learning processes by teachers,(Nordén, et al, 2019).The importance of lecturer’s technology self-efficacy must not be overlooked considering its potential effects on student outcomes. Lecturers with high instructional self-efficacy provide the scaffolding for the development of students’ intrinsic interests and self-directedness. Behavioural intention depends on self-efficacy and adoption of digital curriculum depends on behavioural intention and achievement of depends on the adoption of digital curriculum

Colleges of Education according to Federal Republic of Nigeria (2004) and as observed by Abanobi and Abanobi (2020) is tertiary education institutions established by the government for the purpose of training post-secondary school graduates towards teacher education with the goal to develop self-independence, national development, and global understanding among the teachers. The National Commission for Colleges of Education (NCCE) is supervisory body saddled with the responsibility to ensure excellence in higher education and also to continually pursue goals for quality assurance in teacher education. This is in line with the NCCE vision to facilitate the making of top-class teachers, highly motivated and fully equipped for teaching at the basic education level.

Thus, the commission is responsible for the standardization and review of Colleges of Education curriculum to strengthen the self-efficacy, competence and capacity of Nigeria Certificate in Education (NCE) graduate. This implies that NCCE as a body is also to be responsible for the restructuring of the curriculum to accommodate the recent technological advancement in education towards the development of pre-service lecturers in self-efficacy and competence in the implementation of digital curriculum irrespective of gender. Moreover no research has clearly stated that most of NCE Niger State College of Education in particular using digitalized curriculum

Gender is a moderating variable which is one of the factors that influence teachers’ self-efficacy and competence in technology integration like digital curriculum. Gender according to Cislaghi and Heise, (2019) is the social meanings associated with being a male or a female including the construction of identities, expectations, behaviours and power relationships derived from social interactions. While others observed no significant difference between male and female for example Alabi and Alfa, (2019) found that gender had no significant impact in technology integration. A comparative study of pedagogy and ICT by who use in schools in 22different countries concluded that teachers’ pedagogical and technical competence in the use of technology are significant predictors for technology adoption in teaching practice. Teachers can integrate digital technology to supplement and support the curriculum, facilitate teachers’ work, and encourage student-centred learning, To meet the new demands, lecturers need to know more than core subjects. They need to acquire all the technical and pedagogical skills that enable them to integrate digital technology effectively and efficiently into the school curriculum.

**Statement of the Research Problem**

The emphasis of education in the 21st century is that teaching and learning should be student centred .However, this is almost impossible in a developing country like Nigeria, where most lecturers don’t always incorporate the use of technology in which digital curriculum is the key part in the process of teaching in Nigerian Colleges of Education. How lecturers teach and learners access curriculum is crucial for the attainment of these current educational demands. Unwillingness of lecturers to fully integrate interactive digital technologies in their instructional delivery makes students inactive participation in the classroom and to think less critically.

Digital curriculum is used by both educators and students to meet their teaching and learning needs. Despite its importance on education, the slow pace of implementation hinders the effective usage of digital technologies in the classroom leading to substandard learning experience for students; fall in educational standards and to catch up with the growing digital societies. Thus, lecturers are responsible for the implementation of digital curriculum process and are the major determinant of quality education at higher institutions. Therefore, self-efficacy and gender could influence lecturers’ behavioural intention in usage of digital technologies at school. Additionally, the impact of COVID-19 pandemic that disrupted the global academic calendar has shown these are Indispensable

With the aforementioned challenges stated above, there is need to integrate digital technologies to argument the conventional method of teaching. In light of the above stated problems and challenges, this study therefore seek to fill this gap by investigating the lecturers self-efficacy on their behavioural intention to use digital curriculum among Colleges of Education in Niger State.

**Aim and Objectives of the Study**

The aim of this study is to investigate lecturers’ self-efficacy on their behavioural intention in using digital curriculum among Colleges of Education in Niger State. The study will achieve the following objectives:

1. Ascertain the lecturers’ self-efficacy on their behavioural intention to use digital curriculum among Colleges of Education in Niger State.

2. Asses the lecturers’ self-efficacy towards the use of digital curriculum based on

 Work experience among Colleges of Education in Niger State.

**Research Questions**

The following research questions were raised to guide the study.

1. What is the influence of lecturers’ self-efficacy on their behavioural intention towards the use of digital curriculum among Colleges of Education in Niger State?

2. Is there any influence of gender on lecturers’ behavioural intention in using digital curriculum among Colleges of Education in Niger State?

**Research Hypotheses**

Based on the research questions, the following null hypotheses were formulated and tested at0.05 level of significance.

HO1. There is no significant relationship between the lecturers’ behavioural intention and self-efficacy towards the use of digital curriculum Colleges of Education in Niger State.

HO2. There is no significant relationship between male and female lecturers’ competence towards the use of digital curriculum among Colleges of Education in Niger State.

**Methodology**

This study used a descriptive survey research design using a developed questionnaire**.**

Based on the nature of this research, a four-stage sampling technique was adopted. First, a purposive random sampling technique was adopted to obtain two colleges of educations in Niger State: College of education, Minna and Federal College of Eduaction Kontagora, Niger State. These colleges of education were purposively sampled based on equivalence (curriculum, facilities and manpower), schoolnet, college type (not special college of education or technical) gender composition (mixed colleges of education), ICT equipment (computer laboratories under college Net programme) and exposure to the use of technology in the colleges

Secondly, simple random technique was used to select the three schools which school of education, school of social sciences and school of vocation. Thirdly simple random tech nique was used to sample lecturers from each department in which all the lecturers in these were used for the research.

Finally, stratified sampling technique was used in selecting sample size for this study. By implication, the research arranged the list of element in the colleges in different strata based on gender (male and female), then the required number was selected from each stratum. The validated questionnaire was the major instrument used for data collection. It basically seeks the opinions of the respondents. The researcher visited the schools personally to examine the facilities, seek for official permission to use the school and to seek for cooperation of the respondents. The researcher also trained the research assistants who are to assist the researcher in distributing the questionnaire. Before filling the questionnaire, explanations were given to the respondents on the essence of the study. The researcher and research assistants collected completed copies immediately from respondents. There was no misplacement of the instrument. The data was analysis using descriptive and inferential statistics. Research hypotheses were tested using Pearson product moment correlation and regression analysis were used at0.05 level of significance using statistical package of social science.

**Results**

**Research Question One**: What is the influence of lecturers’ self-efficacy on their behavioural intention towards the use of digital curriculum among Colleges of Education based on work experience in Niger State?

**Table 1.0: Mean and Standard Deviation Response of lecturer’s self-efficacy towards the use of digital curriculum among Colleges of Education based on work experience in Niger State**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Item | $\overbar{X}$1 | S.D1 | $\overbar{X}$2 | S.D2 | $\overbar{X}$3 | S.D3 | $\overbar{X}$4 | S.D4 |
| 1. | I can establish an online course (e.g. convey expectations; standards; course rules) with each group of students.  | 3.25 | 0.68 | 3.52 | 0.55 | 3.18 | 0.98 | 2.93 | 1.28 |
| 2. | I am able to adjust other online lessons for different learning styles.  | 3.06 | 0.69 | 2.88 | 0.58 | 3.17 | 0.99 | 2.93 | 1.28 |
| 3. | I can easily use a variety of assessment strategies for an online course.  | 3.24 | 0.70 | 3.37 | 0.8 | 3.33 | 0.79 | 3.20 | 0.86 |
| 4. | I can develop an online course that facilitates student interest for online learning.  | 3.37 | 0.78 | 3.43 | 0.76 | 3.39 | 0.84 | 3.27 | 0.88 |
| 5. | I can easily provide an alternative explanation or example when students in an online class seem to be confused.  | 3.3 | 0.72 | 3.4 | 0.82 | 3.17 | 0.78 | 3 | 0.76 |
| 6. | I can provide appropriate challenges for students in an online environment.  | 3.25 | 0.68 | 3.15 | 0.52 | 3.12 | 0.89 | 2.93 | 1.28 |
| 7. | I can navigate the technical infrastructure at any institution to successfully create an online course.  | 3.04 | 0.75 | 3.13 | 0.5 | 2.94 | 0.84 | 2.67 | 1.11 |
| 8. | I can easily navigate the technical infrastructure at any institution to successfully teach an established online course?  | 2.94 | 0.76 | 3.51 | 0.73 | 3.23 | 0.8 | 3.2 | 0.86 |
| 9. | I can use asynchronous discussions to maximize interactions between students in an online course? (Asynchronous means not online at the same time.)  | 2.96 | 0.77 | 3.42 | 0.66 | 3.24 | 0.70 | 3.2 | 0.86 |
| 10. | I can use synchronous discussions (e.g. same time chat rooms) to maximize interaction between students in an online course.  | 3.04 | 0.61 | 3.20 | 0.88 | 3.33 | 0.73 | 3.00 | 0.76 |
| 11 | I can use search engines adequately to enhance my teaching content so has to be abreast with the digital curriculum in my field.  | 3.24 | 0.61 | 3.07 | 0.53 | 3.09 | 0.91 | 2.73 | 1.16 |
| 12 | I can easily use learning management systems to teach the contents in the digital curriculum. | 3.27 | 0.62 | 3.00 | 0.51 | 3.29 | 0.94 | 2.93 | 1.28 |
| 13 | I can use ICT facilities to engage students effectively for teaching and learning.  | 3.25 | 0.75 | 3.3 | 0.53 | 3.38 | 0.78 | 3.20 | 0.86 |

$\overbar{X}$1: The mean response for 1-10 Years of Experience

S.D1: Standard deviation for 1-10 Years of Experience

$\overbar{X}$2: The mean response for 11-20 Years of Experience

S.D2: Standard deviation for 11-20 Years of Experience

$\overbar{X}$3: The mean response for 21-30 Years of Experience

S.D3: Standard deviation for 21-30 Years of Experience

$\overbar{X}$4: The mean response for 31-40 Years of Experience

S.D4: Standard deviation for 31-40 Years of Experience

Table 1.0 shows the Mean and Standard Deviation of response of lecturers’ self-efficacy towards the use of digital curriculum among Colleges of Education based on work experience in Niger State. The table revealed the grand mean score of 2.54 with Standard Deviation of 0.59 for 1-10 Years of Experience; grand mean score of 2.63 with Standard Deviation of 0.51 for 11-20 Years of Experience; grand mean score of 2.70 with Standard Deviation of 0.69 for 1-10 Years of Experience and grand mean score of 2.57 with Standard Deviation of 0.82 for 31-40 Years of Experience. This implies that lecturers’ lecturers’ self-efficacy towards the use of digital curriculum among Colleges of Education based on work experience in Niger State is above the decision rule of 2.5. This shows that lecturers have high self-efficacy towards the use of digital curriculum among Colleges of Education based on work experience in Niger State.

**Research Question Two**: Is there any influence of gender on lecturers’ behavioural intention in using of digital curriculum among Colleges of Education in Niger State?

**Table 2.0: Mean and Standard Deviation Response of influence of gender on lecturers’ behavioural intentions in the use of digital curriculum among Colleges of Education in Niger State**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| S/N | Item | $\overbar{X}$1 | S.D1 | $\overbar{X}$2 | S.D2 |
| 1. | I feel comfortable using technology in my class to teach. | 3.30 | 0.56 | 3.67 | 0.50 |
| 2. | I can easily operate any of the technological tools in my class. | 3.06 | 0.57 | 3.22 | 0.90 |
| 3. | My interaction with technology is easy and understandable. | 3.29 | 0.55 | 3.07 | 0.73 |
| 4. | Overall, I believe that technology is easy to use.  | 3.08 | 0.76 | 2.98 | 0.81 |
| 5. | It is easy for me to become skillful at using technology. | 3.25 | 0.56 | 3.14 | 0.65 |
| 6. | I intend to increase the use of technology in the class | 3.21 | 0.56 | 3.16 | 0.79 |
| 7. | When I use technology in teaching, I greatly gather information from friends and colleagues.  | 3.13 | 0.59 | 3.34 | 0.79 |
| 8. | I believe that the technology integration will positively affect my students.  | 3.52 | 0.65 | 3.31 | 0.86 |
| 9. | I believe that use of technology will improve the quality of my teaching. | 3.38 | 0.55 | 3.26 | 0.78 |
| 10. | I believe using technology in my teaching will improve my future professional growth. | 3.34 | 0.64 | 3.22 | 0.91 |
| 11 | My usage of technology has improved research content. | 3.59 | 0.62 | 3.03 | 0.94 |
| 12 | My usage of technology has helped my capacity to engage student for better learning. | 3.29 | 0.63 | 2.86 | 0.97 |
|  | **GRAND TOTAL** | **2.98** | **0.56** | **2.83** | **0.75** |

$\overbar{X}$1: The mean response for Male

S.D1: Standard deviation for Male

$\overbar{X}$2: The mean response for Female

S.D2: Standard deviation for Female

Table 2.0 shows the Mean and Standard Deviation of response of influence of gender on lecturers’ behavioural intentions in the use of digital curriculum among Colleges of Education in Niger State. The table revealed the grand mean score of 3.27 with Standard Deviation of 0.65 for male and grand mean score of 3.10 with Standard Deviation of 0.88 for Female. This implies that male lecturers have higher behavioural intention than female lecturers in the use of digital curriculum among Colleges of Education in Niger State.

**Hypothesis One:** There is no significant relationship between the lecturers’ behavioural intention and self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State.

**Table 3.0: Summary of Regression Analysis on lecturers’ Behavioural Intention and self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State**

|  |
| --- |
| Correlations |
|   | Behavioural in | Self-Efficacy |
| Behavioural intention | Pearson Correlation | 1 | .790 |
| Sig. (2-tailed) |   | .879 |
| N | 12 | 12 |
| Self-Efficacy | Pearson Correlation | .890 | 1 |
| Sig. (2-tailed) | .879 |   |
| N | 12 | 13 |

Significantatp=0.05

Table3 0, indicates that the behavioural intention has significant relationships with competency (0.790, p<0.05), and competency (r=0.890, p<0.05). The results show all the factors such as behavioural intention, and self-efficacy are significantly related. These factors are essential in ensuring the acquisition and adoption of digital curriculum. Interestingly, the result shows the highest correlation between behavioural intention and self-efficacy. The null hypothesis was rejected. Therefore, there is significant relationship between the lecturers’ behavioural intention and self-efficacy towards the use of digital curriculum based on self-efficacy among Colleges of Education, Niger State.

2 .0 **Hypothesis Two:** There is no significant relationship between male and female lecturers’ competence towards the use of digital curriculum among Colleges of Education, Niger State.

**Table 4 0: Pearson correlation Analysis on mean response of lecturers’ competency towards the use of digital curriculum among Colleges of Education, Niger State based on gender.**

|  |
| --- |
| Correlations |
|    | Male Self-Efficacy | Female Self- Efficacy |
| Male Self-Efficacy | Pearson Correlation | 1 | .263 |
| Sig. (2-tailed) |   | .386 |
| N | 13 | 13 |
| Female Self-Efficacy | Pearson Correlation | .263 | 1 |
| Sig. (2-tailed) | .386 |   |
| N | 13 | 13 |

**NS: Not Significant at 0.05 (p>0.05)**

Table 4 . 0 shows the pearson correlation analysis results on response of lecturers’ self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State based on gender. From the table4.11, male has no significant relationship male relationships with female (r=0.2630, p<0.05), and female (r=0.263, p<0.05).The p-value is greater than the level of significance; hence hypothesis four was not rejected. This shows that there is no significant relationship in the mean response of lecturers’ self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State based on gender. This implies both gender have high level of self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State based on gender

**Discussion of Findings**

Finding also revealed that gender have no influence on lecturers’ competence towards the use of digital curriculum among Colleges of Education, Niger State based on gender. This finding agrees with the finding of Instefjord and Munthe (2023) who carried out a study on integration of digital competence in curriculum documents for teacher education in Norway and observed that teachers’ digital competence is here understood as comprising three knowledge areas: technology, proficiency, pedagogical compatibility and social awareness. National guidelines and curriculum regulations, along with programme descriptions from 19 teacher education institutions, have been analysed using this framework. Also results indicate that use of technology does not have a prominent position in curriculum documents. There are few binding learning outcomes for the integration of technology, suggesting that digital competence is still not regarded as an important component of teachers’ professional competence. By clarifying the content of the concept, ‘teachers’ digital competence’, this article aims to contribute to increasing teacher educators’ awareness of which areas of knowledge they integrate into their curricula, what the goal of this knowledge is and which strategies are best suited to help pre-service teachers acquire this knowledge. In the same vein, the finding also agrees with Ogirima,*et al*.; (2020) who examined teachers’ attitude and competence in the use of assistive technologies in special needs schools and discovered that the findings revealed that teachers have a positive attitude towards the use of assistive technologies. However, teachers were not competent in the use of assistive technologies. Gender and teaching experience did not influence teachers’ attitude and competence in the use of assistive technologies. It was recommended among other things that teachers should be trained and re-trained on the use of assistive technology for students with speech disorders, visual impairments, hearing impairments, physical impairments and emotional and behavioural disorders.

 Finding revealed that there is strong relationship between behavioural intention and Self-efficacy towards the use of digital curriculum among Colleges of Education, Niger State. Finding also revealed that male lecturers have higher level of self-efficacy than the female lecturers towards the use of digital curriculum among Colleges of Education, Niger State based on gender. This finding corroborates the finding of Keys (2020) who evaluated high school teachers’ perceptions with regard to self-efficacy and literacy instruction across the curriculum and observed that there was also no significant difference based on literacy efficacy and level of teaching experience or gender. There was a significant difference based on literacy efficacy and content area. ELA teachers were more significantly confident in teaching literacy than nonELA teachers. Likewise, the finding was supported by Lang (2019) in a study where 24 females and 28 males aged between 11 and 13 years completed self-efficacy questionnaires and attainment tests. The study was conducted in two high school classrooms in England. The results indicated that gender differences in self-efficacy were significant with males holding a lower sense of self-efficacy than females coupled with lower performance. Males’ self-efficacy scores were significantly correlated with performance but this relationship was lower than that of the females. Interviews with the two teachers involved in this study showed a lack of understanding and awareness of the self-efficacy beliefs of their students and the impact it potentially had on their students’ performance.

The finding is also in agreement with Hatlevik (2020) who examined the relationship between teachers’ self-efficacy in information and communication technologies (ICT), their strategies to evaluate information, their digital competence, and use of ICT at school and observed that the empirical data supported the hypothesized model. Significant factor loadings and positive relationships between the factors were found. Overall, the factors in the model explained 41% of teachers’ digital competence, 49% of their self-efficacy in online collaborative and 36% of their use of ICT at school.

**Conclusion**

Digital curriculum is the key of the 21ST century learning experience which emerges as a result of the integration of ICT in education. Digital curriculum is used by both lecturers and students to meet their teaching and learning need. Lecturers’ self-efficacy in using digital curriculum is very important to their practices in the classroom in Colleges of Education. The study concluded that lecturers at Colleges of Education have positive behavioural intension, and self- efficacy in using digital curriculum in Niger State. In the case of gender, the male lecturers had higher self-efficacy in the usage of Digital Curriculum than their female counterparts.. The study concluded that the performance and teaching excellence of males and females teachers did not vary significantly, as this indicated that the learning platform is gender friendly as such should be embraced by Nigerian Colleges of Education

**Recommendations**

**Based on the discovery, the following recommendations are made:**

1. Students, Lecturers and institutions as a whole should key into the use of digital technologies to help students become relevant in their field of study ,solve problems within the educational section and to catch up with the growing digital societies
2. Regular workshops, conferences, seminars or on – the job trainings should be organized by the ministry of education, and the national commission for colleges of education {NCCE} to update and up skill lecturers knowledge and skills in content delivery . It should be a routine practice.

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