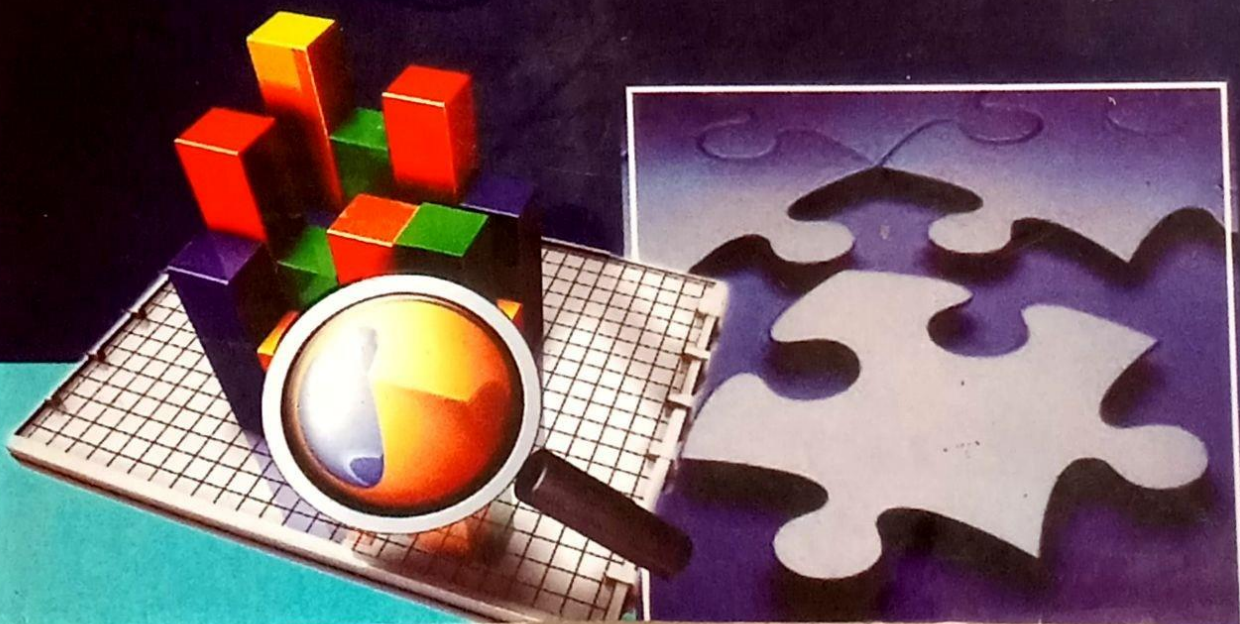


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An Assessment of University of Ilorin Trainee Teachers' Needs, Competence and Utilization of Information and Communication Technology

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Abstract

This study investigated University of Ilorin trainee teachers' expressed Information and Communication Technology (ICT) needs, ICT competence and reasons for using ICT. A total of 150 students were sampled using simple random sampling technique from the population of undergraduate students in three randomly selected departments of the faculty of education, University of Ilorin. A researcher-made questionnaire titled Trainee Teachers' ICT Needs Questionnaire (TTICTNQ) was used in eliciting the needed data. Collected data were analyzed using simple percentages. Findings revealed that many trainee teachers expressed need for practical training in ICT and provision of the ICT facilities for use in school. In addition to this, many identified the need to be ICT certified by relevant authorities. Also, many of the trainee teachers expressed that they mainly utilized ICT for registration, examination and for data and literature retrieval. However, the finding shows that majority of the respondents were competent only in using computer and not other ICT devices. Based on the findings, it was recommended among other things that government and stakeholders should enact policies that will aid training in and use of ICT facilities for more academic activities teacher trainee programmes.

Introduction

Information and Communication Technology (ICT) is an integral part of effective technical and comprehensive education. Around the world, ICT has become a veritable channel of knowledge and skill acquisition. ICT has brought significant turnaround in Nigerian educational development. To make teachers relevant in the world of work, teacher education policies have been restructured. The restructuring process entails effective integration of ICT into various curricula with the intension of providing learners with

knowledge of basic and applied aspect of ICT that can make learning appreciable and accessible while at the same time enhancing professional productivity (Tomei, 2005).

According to the National Policy on Education (2004), education has been a veritable tool for youth empowerment and national development. With ICT, education is believed to become more accessible. This is why government of the Federal Republic of Nigeria recognizes it as an imperative aspect of educational resources for national development. Taking cognizance of the immense benefits of ICT, government at all levels have been urged to intensify conduction of government business via ICT components (NPIT, 2006).

This increasing importance of ICT has made it expedient for students and teachers in particular to have a firm knowledge of ICT. Teachers are the facilitator of knowledge and skill acquisition and being the source of knowledge themselves, it becomes important that they have good grasp of what ICT is. Teachers and students in modern system of education communicate through the use of electronic devices like the computer, projectors, internet, e-mail and printed materials. Thus, ICT and classroom advancement are becoming inseparable.

Statement of the Problem

The rapid spread of ICT and its penetrating power in the system of teaching and learning has began to raise researchers' curiosity to know how up to date teachers are in term of their knowledge acquisition and application of ICT in teaching. Though, many scholastic works have emphasized the importance of ICT, not much has been done in the area of identifying the ICT needs of teachers in training. Identifying such needs will go a long way in advancing the process of teaching and learning at other levels of education. Thus, this study was designed to investigate the needs of teachers in training at the faculty of education, university of Ilorin.

Research Questions

The following research questions were raised and answered in the study:

- (1) What are the expressed ICT needs of the University of Ilorin training teachers?
- (2) What are the purposes for which trainee teachers use ICT facilities in University of Ilorin?
- (3) How do trainee teachers rate their ICT competence?

Methodology

The study was a survey. Its research population comprised all the trainee teachers in randomly selected three departments of the Faculty of Education, University of Ilorin, Nigeria. From the three departments, simple random sampling technique was used to select 150 among the 400 level students in the departments. The 150 respondents

were further stratified on the basis of gender, thus consisting 72 males and 78 females students.

A researcher made questionnaire titled Trainee Teachers' ICT Needs (TTICTN) was used to elicit data from the sampled respondents. The instrument has two sections. Section A elicited the personal data of the respondents while Section B contained items asking respondents needs in the area of learning ICT components, availability and accessibility of ICT materials. The instrument was face validated and it was found reliable at the coefficient of 0.72 obtained through test retest method. Collected data were analyzed using percentages.

Data Analysis and Results

Research question 1:

What are the expressed ICT needs of the University of Ilorin training teachers?

Table 1: Expressed ICT needs of trainee teachers

ICT needs	Expression of Needs			
	Applicable		Not Applicable	
	n	%	n	%
Provision of ICT facilities	111	74	39	26
Provision of ICT trainers	56	37.33	94	62.66
Enriched ICT content of Instruction	71	47.33	79	52.66
Practical Training	136	90.6	14	9.33
ICT training certification	99	66	51	34
Adoption of ICT procedures for exam assessments	48	32	102	68

Data on Table 1 show that the main ICT need of the sampled trainee teachers in the faculty is practical training. This need was expressed by 90.6% of sampled trainee teachers. Also, 66% of the sampled respondents expressed the need to certify training that had under gone ICT training. Only 48 (32%) of the respondents expressed the need for the school authority to adopt ICT procedure in conducting examinations.

Research Question 2: What are the purposes for which trainee teachers use facilities in University of Ilorin?

Related item in the questionnaire: State the main purpose for which you use ICT by picking just one of the following

Table 2: Frequency of ICT usage purposes among of trainee teachers

ICT usage purposes	Applicable	
	n	%
Only for data and literature retrieval	44	29.33
Only for entertainment	13	8.66
Only for registration & examination	52	34.66
For general purposes	41	27.33

Data on Table 2 show that 29.33% of the sampled trainee teachers purposely used ICT facilities only to retrieve data and literature, may be for assignment writing. Also, 8.66% of the sample used it mainly for entertainment like watching film and listening to music. Among the sampled respondents, 34.66% mainly used ICT for registration and examination purposes and 27.33% used ICT mainly for general purposes.

Research question 3: How do trainee teachers rate their ICT competence?

Table 3: Trainee teachers' competence of ICT facilities

	Never	%	Good	%	Not good	%	Very good	%
Projectors	62	41.3%	34	22.66%	25	16.66%	29	19.3%
Cameras	35	23.33%	54	36%	28	18.66%	33	22%
Computer	19	12.66%	56	37.33%	25	16.66%	50	33.33%
The internet	31	20.66%	33	22%	23	15.33%	63	42%

Table 3 reveals that 22.66% of the respondents were good at using the projector, 16.66% were not good at using it, while the remaining 19.3% of the trainee teacher were very good at using it. On the other hand, 18.66% were not good at using camera, 36% stated that they were good at using the camera and the remaining 22% were very good at using the camera. Also, 16.66% were not good at using computer, 37.33% were good at computer, and 33.33% were very good at using the computer. In addition, 15.33% were not good at using internet facilities, 22% were good at using it while the remaining 42% of the respondents were very good at using the facility.

Discussion of Findings

The study investigated trainee teachers' perception of their ICT needs of the trainee teachers with regards to information and Communication Technology.

In this study, it was found that in many of the sampled trainee teachers have several ICT needs. For example, 74% of them expressed need for government of concerned authority to provide ICT facilities; on the other hand, 90.6% of the teachers identified their ICT needs as need for practical training in ICT. Such students may have thought they were not adequately trained to be able to utilize ICT facilities adequately for their academic and social activities.

Apart from these, many students want policies that will even allow them to be certified in ICT within the university system. These needs were found to cut across all the departments in the faculty. The relative spread of these needs in each of the departments indicate that there is need for concerted efforts that will address the needs. For example, if computer facilities are available, the students will be able to make use of them for their educational pursuit.

On the issue of purpose for which the students utilize ICT facilities, it was discovered that majority of the trainee teachers utilize ICT only for registration and for examination purposes. Second to this purpose is using ICT for data and literature retrieval. In this case, many students use ICT to source relevant literature for their group work, assignment and even elaborate projects.

On how well the trainee teachers could use ICT materials, 88 of the respondents agreed that they could use the projector, while the remaining 62 comprised of those who were not good in using the projector and those who had never used the projector. On the use of cameras by the trainee teachers, 63 of the respondents were not good and had never used camera as an ICT device, while 87 of the respondents agreed that they were good in using the camera. On how well the trainee teachers can use the computer, the result indicated that 44 of the respondents had never used the computer and therefore, not good in using it, while the remaining 106 respondents agreed that they were very good in using the computer. On how well the trainee teachers could use the internet, 96 of the respondents are of the view that they were very good in using the internet while the remaining 54 comprised those who never used the internet, and those who were not good on the use of the internet. The preceding results indicate that the majority of the respondents could use ICT materials. Again if they could use the materials, there is need to make them available to them.

Conclusion

ICT is an innovation which is capable of transforming or bringing about drastic change in our educational system. One of the basic determinants of the future of education of any nation hinges solely on the sources of teachers' supply. From this study, it becomes clear that trainee teachers have needs for practical training in the use of ICT, they need to be certified after being trained in ICT and there is need for provision of ICT facilities as well. Thus, with such training and provision, the trainee teachers will be able to advance from mere using ICT for only registration and examination purposes.

Recommendations

The following are the recommendations made based on the findings of the study:

- (1) Government and stakeholders should provide ICT facilities for use and particularly for training the trainee teachers.
- (2) Provision should be made for certifying trainee teacher's trainings in ICT. This may be a source of motivation for the trainee teachers.
- (3) Trainee teachers should be further trained on how to use other ICT devices other than concentrating on computer.
- (4) Educational institutions in Nigeria will be a better place to raise and promote the proportion of ICT literate students for the nation's technological development if all these aforementioned positive steps are taken into consideration.

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