

**Perception of Teachers Towards the use of Information and Communication Technology (Ict) In Teaching Woodwork Technology in Technical Schools in Niger State.**

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**Abstract**

The purpose of the study was to ascertain the perception of Woodwork teachers toward the use of Information and Communication Technology (ICT) in teaching woodwork technology in technical schools. The population of the study comprises all the woodwork teachers in the technical schools in Niger State. Questionnaire was used for data collection. The data collected was analyzed using simple percentages, mean and standard deviation. The results indicated that most of the teachers were not computer literate and could not operate computer. Also the attitude of teachers towards the use of computer in teaching is negative as they saw computer instruction as tedious and cumbersome and might lead to economic growth and employment. Based on the findings, some recommendations were made.

**Introduction**

In many countries today, the use of Information and Communication Technology (ICT) has become so important, that it became the most significant indices in National and Economic Development. For Nigeria, the rise of Information and Communications Technology is an appropriate to overcome historical disabilities and once again become the master of one's own national destiny. ICT is a tool that will enable Nigeria to achieve the goal of becoming a strong, prosperous and self-confident nation .

The world is fast becoming a global village, as a result of developments in information and communication technology (ICT). The key instrument in this globalization is the computer. Computer mediated communication is increasingly becoming the fact of every day life, particularly in the developed and some developing countries. In this country information and communication technologies have changed how people live, work and play (Ajayi, 2002). Education is not left out of this wave of change, most of the developed countries have exploited the potentials of ICT to transform their educational landscape at the tertiary, secondary and even primary school levels particularly the instructional process (Achuonye 2002). Generally ICT holds out the opportunity to revolutionize pedagogical methods, expand access to quality education, and improve the management of education system (World Bank 2002). Unfortunately, in Nigerian classrooms traditional patterns of education have remained largely unchanged (Enweremadu 2001). This pedagogical pattern does not prepare students for the information age and globalization. In other words, it is not equipping students to live effectively in our modern age of science and technology. There is need to improve the academic training for technology education and ICT has

been identified world wide as a way out for this. Access to internet is just equivalent to having access to a good library. There is need to brace up to the new challenges and systems of education through the deployment and use of ICT in technical schools.

**Purpose of the Study**

The purpose of this study is to find out the perception of teacher toward the use of ICT is teaching woodwork technology in technical schools specifically the study intends to:

1. Find out the literacy rate/levels of technical school teachers in ICT.
2. Identify the perception of technical school teacher towards the applicationS-of-ICT.

**Research Questions**

The study sought answers to the following:

1. What is the literacy rate of technical school teachers in ICT?
2. What are the perceptions of technical school teachers towards the application of ICT in technical schools?

**Population**

The population of the study comprises of all the 42 woodwork teachers teaching woodwork in all the 7 technical schools in Niger State.

**Validation of Instrument**

The instrument was validated by experts in computer Education from College of Education Minna and Federal University of Technology Minna.

**Method of Data Collection**

Copies of the questionnaire were administered and collected by the researcher and two research assistants. Forty-five copies of questionnaire were administered while forty-two of them were duly filled and returned, representing 93.33 percent returns.

**Method of Data Analysis**

Percentages, mean and standard deviation were used to analyse the research questions. For the decision rule, items with mean response of 3.5 and above were regarded as appropriate while any item with mean rating of below 3.5 was regarded as inappropriate.

**Result**

The following results were presented.

**Table 1: the Extent technical school Teacher Literacy in ICT**

S/No.		Yes	No
1.	Posses formal Training in computer	2(4.76%)	40(95.24%)
2.	Do you have Computer in your school	10(23.80%)	32(76.20%)
3.	Have you operated Computer before	5(11.90%)	37(88.10%)
4.	Have you browsed internet before	7(16.67%)	35(83.33%)
5.	Can you access internet without	21(50%)	21(50%)

	assistance		
6.	Do you have an E-mail	3(7.14%)	39(92.86%)
7.	Have you attended Computer workshop/ seminar	6(14.29%)	36(85.71%)
8.	Have you attended internet workshop/ seminar	1(2.38%)	41(97.62%)

**Table 2: mean Responses of Respondents on the technical school Teachers perception Towards the Application of ICT in Teaching**

S/N	Item	$\bar{X}$	SD	Remarks
1.	Using ICT in teaching is too cumbersome	3.6	1.8	Agreed
2.	ICT in teaching may lead to economic growth and employment.	4.7	2.1	Agreed
3.	ICT has negative influence on Education	3.7	1.9	Agreed
4.	ICT is too demanding on the part of teacher.	4.8	2.2	Agreed
5.	The use of ICT in teaching will lead to students corruption.	2.5	1.6	Disagreed
6.	ICT in teaching makes the students to be lazy and dependent.	3.7	1.7	Agreed
7.	ICT in teaching will make the teachers lazy.	3.6	1.7	Agreed
8.	ICT requires a lot of skill from the teachers.	4.7	2.1	Agreed
9.	ICT enhances student understanding of basic concepts.	3.5	1.7	Agreed
10.	ICT in teaching makes learning easier and interesting	4.8	2.2	Agreed
11.	Use of ICT is not suitable at technical schools level	4.6	2.1	Agreed
12.	Lack of qualified and experienced teachers in adequate numbers.	4.3	2.0	Agreed

**Summary of Findings**

The following are the major findings

1. Few technical school teachers possess formal training in computer, operated computer, have browsed internet and attended computer workshops and seminars while other have not. The literacy level of technical school teachers in ICT is still low.

2. Technical School teacher see ICT as too cumbersome demanding, leads to economic growth and employment, makes teachers and students lazy, requires a lot of skills and is not suitable at technical school level.

#### Discussion of Findings

The results in table 1 show that the literacy level of teachers in ICT is low, only few of the technical school teachers possess formal training in computer. Few agreed that their School have computers while some of the teachers said that their school do not have computer. Only few of the teachers have operated computer while some have never touched computer. Few of the teachers can access the internet without assistance and have browsed internet. While some teachers agreed that they can open E-mail. The results also revealed that few teachers have attended computer workshop and seminars. This is why Ajayi (2002) stated that the teachers low literacy level may not be unconnected with the low ICT content level of their tertiary education curriculum but the ICT component of the curriculum is essentially theoretical without any opportunity for the students to manipulate the computer. Also Hassan (2005) emphasized that ICT should be part and parcel of the teacher training programme so that graduating teachers will in turn integrate them in their daily teaching process.

Table 2 shows that perception of technical school teachers towards the application of ICT in teaching, the results shows that the teachers disagreed most of the items because they agreed that ICT is too cumbersome, leads to economic growth and employment, influence education negatively, too demanding, makes teachers and students lazy, requires a lot of skills and is not suitable at technical school level. This shows that the attitude of teachers towards the use of ICT in teaching is negative. Gusen (1995) asserted that the poor attitude of teachers towards the use of ICT in school could be attributed to the low level of awareness of the potentials of the computer. Also Hassan (2005) stated that the use of computer requires acquisition of practical skills which must be properly communicated to the learners and most of the teachers lack these skills and this leads to their low interest in computer application.

#### Recommendations

- Government through ministry of education, science and technical school board should come up with an ICT policy. The researcher suggests that the policy should strive to integrate ICT as part of teaching and learning process rather than only aim at ICT literacy.
- Training programmes should be organized on a regular basis on the use of ICT in teaching and learning in technical schools in Niger state.
- Colleges of education and universities that train woodwork teachers should include the use of ICT in their curriculum.
- Workshop, seminars should be organized for technical school teachers for the purpose of facilitating their literacy, awareness and skills in using ICT in teaching.

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## **Conclusion**

A major strategy of achieving both the vision and mission of the ICT policy Human capacity Building. Which involves both Education and Training. Training and re-training programmes are very vital for acquiring better skills to enhance productivity especially in this era of life-long learning it is a well-known fact that scarcity of qualified human capital at all levels-policy, managerial and technical is one of the main obstacles to the sustainable growth and development of developing nations. The ICT industry is a very dynamic one; hence the attendant need for continuous and aggressive training programmes to catch up with the frontiers of knowledge, creativity and innovation to ensure national pride and global relevance.

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