STUDENTS' EXPERIENCE ON ICT: A CASE STUDY OF NTI POST-GRADUATE DIPLOMA IN EDUCATION,NIGER STATE STUDY CENTRE MINNA.

BY

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ABSTRACT

The study investigated the NTI/GDE Students knowledge of ICT resources in education, their level of exposure to such resources and the problems challenging them in the acquisition of ICT skills for effective integration in the teaching and learning process. Intact class of sixty eight students that enrolled for the 2018/2019 session in the Niger state study centre of 10 lecturers who did not have education background up to masters level,33 secondary school teachers did not attend teacher education programmes, 15 university graduates who aimed at getting teaching appointment and 10 civil servants who want to update their certificate were used for the study .A4 Point likert scale questionnaire of very great extent 4,VGE , great extent 3GE, Low extent LE,2 and very law extent VLE 1 ,were used for data collection for the study. Descriptive means was used to analyze the data and the result indicated that students of NTI/PGLE have to a large extend the knowledge of ICT resource in education, they were not fully exposed to the use of ICT resources and the highly ranked problems was lack of ICT facilities in their schools/study center. The study therefore recommended that the NTI/PGTE programs be revisited for purposeful and meaningful training to be given to the students to enable to embrace the new instructional delivery of ICT tools for integration in the teaching and learning process and for the achievements of the PGDE objectives of equipping students with the necessary pedagogical skills and managerial classroom skills to function as qualified and competent teachers.

Key: Student, Experience, ICT, NTI Post Graduate Diploma In Education

Introduction:

Among the challenges facing the teaching profession is the ICT pedagogical and methodological issues. Information and communication technology (ICT) has brought into the educational system new lesson instructional delivery tools. Such tools are either learning assisting tools, medium of teaching or organization and management tools among others. Teaching of the 21st century is expected to guide the process of acquiring knowledge, this they have to do by heading students/pupils to search, select, process and use information (ICT enablement) of which NTI/PGDE students are to exhibits such ICT competencies adequately and effectively in instructional delivery. Such skills are utilizing and projecting materials with overhead projectors, slide projectors, Filmstrip projectors, smart board and multimedia projectors and extensively use of computers and its derivates in teaching and learning situations.

National teacher institutes (NTI) is among the institution rated high in teachers profession analyzation and production in this nation through distance learning system. According to the information study guide for students of advanced and post graduate students (2018), NTI been as a pioneer and leading distance learning in the whole of west Africa. It should be recall that distance education (DE) has been assigned a key role in bringing the goals of education for all(EFA) to attainments in as for back to 2000, the country invited national and international educational policy makers and distance education experts to work an Abuja declaration and distance education which gave birth to a national policy on distance education. Creed and per ration(2015) recorded that the committee addressed the pass problems of DE and recommended Thus: -

- The re-establishments of national open University(NOV)
- The establishment of a national open school(providing secondary Education to 5 million out-of-school youths and adults)
- A dedicated media channel for education to include new development in ICT
- Re-establishment of the Nigeria distance education network at national level (to act as a professional association for the area and to lobby the government and provide information policy guidance)
- Establishment of a DE commission
- Increasing information and library resources available to distance education
- Pursuing funding support for a range of internal and external development partners
- The development of ICT-drives distance education delivery system

Furthermore, the objectives post graduates' diploma in education according to information guide of the NTI include among others; equip students with the necessary pedagogical skills to function as qualified and competent teachers. Prepare the students adequately to be able to manage classrooms effectively(p.50).

National teachers post graduates diploma in education students are mostly university graduate who did not attend the teacher education, who have hope of becoming teachers, lectures/secondary school teachers. Who do not have the professional backings, round of teaching and or those who are civil servants who wants to updates or upgrade their certificates due to one reason or the other. It is a study center model of DE(offorma, 2018) these students need to be exposed to ICT resources and how to integrate such resources, the theoritically and practically into the teaching and learning (i.e.) being able

to identify and employ appropriate ICT product and processes in their special subjects' areas of teaching. Thus, teacher professionalism.

CIWAR(2018) posits that teachers registration council of Nigeria (TRCN) defines a teacher as: A person who has acquired the requisite knowledge and pedagogical skills its appropriate value system that is in consonance with the Nigerians education system and is they're by qualified to teach at the appropriate level of education in Nigeria in accordance with article 72 of the national policy and education which requires teaching at all level to professional trained.

National teachers institute therefore must ensure that the PGDE program prepares the recipients for the challenges of the 21st century pedagogical and methodological issues which ICT resources utilization in teaching and learning is inclusive.

Statements of the Problem

Nwosu and Ekukinam (2018) positsthat ''perception'' is noted as one of the various characteristics possessed by a man as one of the most vital to his ability to learn. They further agreed that what he perceived depends on one state of awareness, his knowledge of factor related to object of study----Nation teacher institutes established this programs to train university graduate with teaching qualification and to equip them with modern teaching techniques. How many of these students after completion on this program have the modern knowledge of this teaching techniques? (ICT skill inclusive) and to what extend are such objectives and vision/mission effectively carried out in this study centers? It is pertinent to know that the ability of the teachers or would be teachers to utilize new tools for and learning depends extensively on acquiring knowledge, skills and ability (competencies) in such devices/resources.

Research questions:

1. To what extend do NTI/PGDE have the knowledge of ICT resources in teaching and learning?
2. To what extend do NTI/PGDE have the knowledge of utilizing ICT resources in the teaching and learning in their subject area?
3. What are the problems challenging NTI/PGDE students in the acquisition of ICT skills and to what extend?

Methodology

The study was descriptive survey. Intact class of sixty-eight (68) students for 2018/2019 session constituted the sample size Questionnaire was used to collect data for the study. Questionnaire serve as instrument used for data collection. The questionnaire was structured on a four-point Likert scale of very great, extent (4VGE), great extent (3, GE) low extent (2, VLE). The instruments were validated by an educational technology and a computer science lecturer from Federal University of Technology Minna. A pilot test of the instrument was done with PGDE students of National open University Minna Niger state study center with a co-efficient of 0.94(Kr-21 correlation analysis score). Simple mean was used for data analysis. 60 respondent

completed the questionnaire out of the 68 respondent. Decision making scale of 2.50 above was used as acceptance level and 2.00 below as rejection level.

RESULTS

Research question 1

To what extend do NTI/PGDE students have the knowledge of the use of ICT resources in education?

Table 1: The extent the NTI/PGDE have the knowledge of ICT resources in education

S/N	ITEM	VGEL 4	GE/3	LE/2	VLE/1	SUM	MEAN	REMARK
1	I have the knowledge that ICT is used to support classwork	1000	72	32	12	216	3.18	VGE
2	I have the knowledge that ICT is use to design and develop learning materials	88	60	20	8	176	2.56	GE
3	I have the knowledge that ICT's teaching materials could be exchanged	96	84	8	4	196	2.56	GE
4	I have the knowledge that materials are stored, analyzed in electronic farm	104	63	16	5	188	2.76	GE
5	I have the knowledge that research studies could be done with the use of ICT	136	66	4	2	208	3.05	VGE
6	I have the knowledge that ICT is useful to administrative purpose	112	72	12	2	198	2.91	GE
7	I have the knowledge that ICT would be Utilize in individualism Instruction	72	78	12	12	174	2.56	GE
8	I have the knowledge that ICT can assist teachers in assign test up	84	69	18	7	178	2.61	GE
9	I have the knowledge that ICT could be used in lesson preparation	60	75	30	5	170	2.5 3.15	GE

							3.15	ACCEPTED
	Means of means							

Table 1 reveals the extent the NTI/PGDE students have the students have the uses of ICT resources in education. The weighed, mean scores (WMS) total of 3.15 indicated that they have the knowledge of the uses of ICT resources in education to a very great extent (VGE).

Research Question 2

To what extent do the NTI/PGDE students have the knowledge of utilizing resources effectively in teaching and learning in their subject area?

Table 2: The extent NTI/PGDE students utilize ICT resources in teaching and learning

S/N	ITEM	VGE/4	GE/3	LE/2	VLE/1	SUM	MEAN	REMARKS
10	I utilize ICT resources to support classwork	56	69	14	16	155	2.28	LE
11	I can design and develop learning materials through the use of ICT	30	33	26	27	116	1.70	VLE
12	I can exchange teaching and learning materials through ICT	32	39	30	24	125	1.84	VLE
13	Virtual library has become part of my tools for teaching and learning	20	24	14	40	98	1.44	VLE
14	I can Utilize ICT in research studies	60	30	20	20	230	1.91	VLE
15	I can employ ICT in carrying administrative duties	40	36	28	24	128	1.88	VLE
16	I can Utilize ICT stand-alone studies	28	24	20	35	107	1.57	VLE
17	I can use ICT in assessment and testing	28	24	20	34	109	1.60	VLE
18	I can employ ICT in my occupations and social life	48	42	16	26	132	1.94	VLE
19	I can exchange mails Utilizing ICT resources	72	60	26	9	167	2.46	VLE
20	I can employ smart board Multi-media in ICT	12	10	48	82	152	1.20	VLE
21	I can Utilize ICT on lesson or preparation/presentation	0	0	0	60	60	0.88	VLE

	Means of means						1.96	rejected

Table 2 above show the extent the NTI/PHDE students Utilize ICT resources in teaching and learning 12 items were used to seek the opinions of these students. The weighted mean score total of 1.96 indicated that the NTI/PGDE students utilize these resources to a very low extent in teaching and learning, utilizing it to support class work and sending e-mail were the only items that they revealed utilization to low extent while others were to a very extent.

Research Question 3

What are the problems challenging NTI/PGDE students in the acquisition utilization of ICT resources in teaching and learning?

Table 3: The problems challenging NTI/PGDE students in the acquisition of ICT skills in teaching and learning process.

S/N	ITEM	VGE/4	GE/3	LE/2	VLE/1	SUM	MEAN	RMS
22	Problems of scarcity of ICT product/process	112	66	8	2	188	2.76	GE
23	In adequate exposure to ICT Utilization in education	120	60	10	5	183	2.87	GE
24	Problems of finance	100	60	16	7	195	2.67	GE
25	Time constraints	68	42	18	20	148	2.41	LE
26	Practice inhibition	40	30	30	25	125	1.83	VLE
27	Inability to Identify the required ICT software	80	42	32	10	164	2.41	LE
28	Problems of lack of ICT facilities in schools/study centers	120	42	16	8	186	2.74	GE
	Means of means						2.83	

Table 3 shows or revealed some of problems challenging NTI/PGDE students in the utilization of ICT resources in teaching and learning 7 items are identified. Inadequate exposure to ICT Utilization in education was the highest ranked problems challenging the NTI/PGDE students in teaching and learning with a WMS of 2.89 followed by scarcity of ICT product/process with

WMS of 2.79, lack of ICT facilities in schools/study centers came 3rd with WMS of 2.74 while the problem of proactive inhibition ranked lowest with weighed Mean score 1.83

Summary of Findings

The findings of this study revealed that:

NTI post graduate diploma students have the knowledge of the uses of ICT resources in education

1. The NTI post graduates diploma students Utilize these ICT resources to a very low extent
2. Out of the 7 points items, in adequate exposure to ICT Utilization in education was ranked highest by the students.

Conclusion:

The implications of the above Findings are that: NTI/PGDE students are exposed in theory, the uses of ICT resources in education without having the knowledge of how to utilize these ICT resources during lesson delivery. Among the problems is that the programs of studies/activities did not take adequate care of exposing these students to the acquisition of ICT skills and its Utilization in padagogical and methodological issues. ICT in instructional delivery is not only necessary but imperative for actual professionalization of teaching.

Recommendation

❖ Based on the findings of this study, it was recommended thus: The learner support services of the NTI/should be mode viable enough to provide both local and wide area network to enrich both mode of delivery, communication and data transfer by both students and staff.
❖ The on-line interaction with subject's specialists should be reactivated adequately for this will expose the learners to some of the uses and Utilization of ICT in teaching and learning.
❖ NTI/PGDE students should be encourage to take up a GS courses that exposed them to ICT skills acquisition in some ICT centers that are approved by either the state or zonal co-ordinators to enable them acquire ICT skills
❖ NTI/PGDE facilitators should be encourage to be ICT compliance to enables them lead their students to acquire the necessary modern pedagogical skills to function as qualified and competent teachers of the 21st century.
❖ Review of some of their course books/modules should be made to take care of some current curriculum issues like padagogical and methodological issues in lesson delivery ICT skills inclusive.
❖ NTI/PGDE study centers across the states should be situated in colleges of education, institution/Faculty of education in universities for them to have access to ICT services centers for purposeful and meaningful learning to take place.

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