NATIONAL UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF APPLIED SCIENCES
THE DEPARTMENT OF COMPUTER SCIENCE

AN ASSESSMENT OF THE UTILISATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN PRIMARY SCHOOL TEACHER TRAINING.
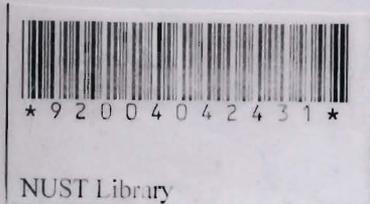
A DISSERTATION SUBMITTED

BY

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ABSTRACT

This study assessed the utilisation of ICTs in primary school teacher training. The integration of Information and Communication Technology (ICT) in teaching and learning provides more opportunities for lecturers and student teachers to work better in an information age. However, some barriers may discourage lecturers to integrate ICT in the lecture rooms and prevent them to introduce supporting materials through ICT usage. The study sought to assess the effectiveness of the utilisation of ICTs by lecturers and student teachers during teacher training process. Descriptive survey was found appropriate for the study since it is capable of capturing the respondents' views on existing conditions at the teacher training colleges. Fifty four (54) lecturers from eighteen (18) subject areas offered at the college and two hundred and eighty student teachers were the sample of this study. Questionnaires for student teachers and interview guide for the lecturers were used to collect data. Document analysis was done on student teachers' personal notes, research projects, Teaching Practice record books, classroom teaching media, assignments, information on notice boards and lecture notes. Observations were also done as lecturers were going on and as research was being done by both lecturers and student teachers. Data was presented in tables, graphs and photographs and analysed using interpretational analysis technique. Results from research questions indicated that most lecturers use lecture method when delivering their lecturers. Even if ICTs are available, they prefer lecture method in their expense. This was because most of the lecturers lack ICT skills up to the extent that some of them require staff development workshops. Other lecturers who use ICTs continuously ask assistance from ICT lecturers of even student teachers. ICT is being implemented at primary schools but to a lesser extent because ICT devices are very expensive such that most rural schools cannot afford having them. Student teachers with good ICT background can perform better than those with poor background. Findings also indicated that qualification of lecturer does not determine the extent that the lecturer uses ICTs. Recommendations for effective utilisation of ICTs in primary school teacher training were given. Formulation, implementation and monitoring of policies on utilisation of ICTs was suggested. Staff development workshops for both lecturers at the colleges and primary school teachers at primary schools can lead to effective utilisation of ICTs. ICTs should be integrated in different curricula during primary school teacher training.