ICT AND CLASSROOM MANAGEMENT SKILLS POSSESSED BY ECONOMICS TEACHER TRAINEES IN IMO STATE

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Introduction

Economics is a dynamic subject which touches our lives daily. Irrespective of the profession that an individual pursues, he/she is exposed to economics terms at every step. Ranging from taking decisions on whether to buy a pair of shoes to whether to take a loan to purchase a house; all such decisions are driven by Economic principles. Economics as defined by Amaechi and Mgboji (2016), and Amaechi (2014), is a social science that studies economic aspect of human behaviours in his effort to allocate his scarce resources efficiently and effectively in order to minimize cost and achieve satisfactory economic objective(s). Therefore, Economics is a social science, and like any science subject, the reasoning procedure in Economics is methodological, its analysis is systematic, and the validity of its various theories can be tested. Thus an attempt has been made to integrate the theoretical foundations of the subject with their practical applications. Economics is one of the electives or group of subjects expected to be studied at the Senior Secondary School (SSS) level under the new National Policy on Education. This curriculum according to Osunnaiye cited in Yusuf (2011), has been designed by the Comparative Education study and Adaptation Centre (CESAC) to meet the requirements of Economics in the new system. The guiding principle of this curriculum is the need to equip graduates of the Senior Secondary School with the basic knowledge and skills that will enable them to better appreciate the nature of economic problems in any society.

According to Amaechi (2014), the importance of Economics education to any nation, is very clear. It enables both leaders and citizens to understand basic Economics concepts, principles as well as to understand, appreciate and seek to improve the economic situation for their own social good. The significance of economics education to any nation is very alarming. It enables both leaders and citizens to understand basic economics concepts, principles as well as to understand, appreciate and seek to improve the

economic situation for their own social good. The understanding of economics is a pre-requisite for good citizenship. The foremost goal for teaching economics should be to provide economics indulgent necessary for liable citizenship. Considering the important role Economics plays in the society, it is therefore pertinent that its programme implementation should be taken serious, just as qualified teachers with the needed Information and Communication Technology (ICT) and classroom management skills should be adequately possessed by teachers during their time at the teacher education institutions.

Teacher trainees are students undergoing reforms and training under approved teacher education institutions which will enable them to acquire the required skills and knowledge with appropriate qualifications to teach either in the primary, secondary and tertiary institutions. It is therefore pertinent that the present global society requires that ICT and classroom management skills are possessed by teachers. Information and Communication Technologies include traditional hardware and software such as radio, television, motion picture, projector, camcorders and emerging hardware and software like computers, netbooks, mobile phones, e-book readers, personal digital assistances, interactive white board, e-mail, e-learning, video conferencing etc. (Yusuf, 2012). Therefore, ICT can be regarded as the technologies used for accessing, processing, gathering, manipulating, and presenting or communicating information and these could include software, hardware, and even connectivity.

The use of (ICT) brings about a powerful learning environment and it transforms the learning and teaching process in which students deal with knowledge in an active, self directed and constructive way (Volman and Eck, 2001). ICT is not only considered as a tool which can be added for existing teaching methods but also nowadays ICT is seen as an important instrument to support new ways of teaching-learning process. (ICT) is being integrated into the teaching-learning process in various educational institutions in the world. Successful integration of ICT in teaching-learning process is highly dependent on the preparation of teachers. The use of ICT in the classroom is very important to provide opportunities for students to learn and operate in the information age.

Classroom management is an important key for success of a teacher in the classroom (Oku, 2013). The teacher has to create a culture for an effective learning and training for students by implementing some sort of regulations and discipline in the classroom. Creating a healthy productive environment in the classroom depends upon the training of teachers in the area of classroom management skills like checking student's home work at the end of each

lesson and explaining lessons with suitable examples and instructional materials (Stephen, 2006). When a newly appointed teacher implements a classroom management plan, he creates an environment that enables the students to be more confident, active learner, social, calculated and motivated to perform their role as a responsible individual. The teacher engages the students exclusively in the lesson under discussion (Feyter, 2006). Larrivee (2005) noted that classroom management effectiveness is a critical ingredient in the three-way mix of effective teaching strategies, which include meaningful content, powerful teaching strategies, and an organizational structure to support productive learning. Classroom management meant the provisions and procedures necessary for maintaining the environment where teaching and learning can take place. It is not only to maintain discipline in the classroom against non accepting behaviours but is multidimensional in nature. It also includes planning and execution of activities and projects in the classroom.

Effectiveness in management of classroom is a continuous process based on motivation of students by providing them special guidelines and feedback (Colville, 2004). Teacher's competence for classroom management and organization of instruction is a basic component of effective teaching. The basic function of classroom management is to ensure that such an environment and the culture within the classroom helps the teacher to make his teaching effective and the learner to gain knowledge and skills in a supportive atmosphere.

Bitok (2014) found that teachers were averagely prepared in terms of ICT knowledge skills but lacked experience. Adimora, Onah, Akaneme, Akubuilo, Eya and Umeano (2014) revealed that majority of the teachers in the zone do not have access to ICT facilities, some of the teachers are not prepared to use ICT facilities in teaching. Omoteso and Semudara (2011) results showed that teachers were rated effective in attending classes punctually (81.3%) and in communicating clearly with the students (96.0%). Maphosa and Mammen (2011) revealed that most disciplinary measures used to deal with minor forms of indiscipline were rated lowly and they were also judged to be mostly ineffective. Considering the above situation, there is need to examine ICT and classroom management skills possessed by economics teacher trainees in Imo State.

A visit to most public secondary schools in Nigeria will reveal that most of the teachers are not computer literate; the majority do not have the basic foundation of computer literacy, hence the difficulty in building new technological skills. This could lead to poor classroom management as the teachers may not possess the required skills during their time at the teacher

education institutions. This study tries to answer the question; what are the ICT and classroom management skills possessed by economics teacher trainees in Imo State? The essence of this study: is to find out the Economics teachers' trainees have good skills that will enable them be relevant in this ICT age. Furthermore, to provide quality education as stipulated by sustainable development goals 4. In this age one must possess good ICT & classroom management skills.

The main purpose of this study is to examine ICT and classroom management skills possessed by economics teacher trainees in Imo State. Specifically, the study sought to find out the:-
1. ICT skills possessed by economics teacher trainees in Imo State, and
2. Classroom management skills possessed by economics teacher trainees in Imo State.

The following research questions are posed to guide the study:
1) What are the ICT skills possessed by economics teacher trainees in Imo State?
2) What are the classroom management skills possessed by economics teacher trainees in Imo State?

The following null hypotheses were formulated and tested at 0.05 level of significance.
The mean score on ICT skills possessed by economics teacher trainees is not significantly greater than the criterion mean of 12.50.
The mean score on classroom management skills possessed by economics teacher trainees is not significantly greater than the criterion mean of 12.50.

Method
This study was conducted using the survey research design. The population of the study is made up of 823 final year students of IMSU and AIFCE. The sample of 400 trainee teachers was involved for the study. The researcher sampled the students in the area using cluster sampling technique. For the purpose of data collection, the study made use of a rating scale titled "ICT and Classroom Management Skills of Economics Teacher Trainees Scale" (ICTCMSETTS) with 10 items. Draft copies of the scale were validated by three specialists from the field of Educational Measurement and Evaluation, Imo State University, Owerri.

Cronbach alpha statistic was used to determine the reliability of ICTCMSETTS with index of 0.81, which was adjudged to be good enough for the research work. The researcher visited the schools involved to collect data

for the study and also administered the instrument to the respondents and patiently waited for them to fill their responses. Mean score and Standard Deviation were used to answer the research questions. The bases for the decision for the research questions' conclusion is that if the mean is from 12.50 and above, it is considered as agreed but if any mean is below 12.50, it is considered to be disagreed. The hypotheses were tested using one sample Z-test (also called Z-test of difference between sample and population means) at an alpha p< 0.05 level of significance.

Results
Table 1: Item by item means of the ICT skills possessed by economics teacher trainees in Imo State

S/N	Item Statement: Use of	Economics Teachers Trainees'			
		n	$\bar{X}$	SD	Decision
1	Multipurpose projector	400	1.72	0.85	Disagreed
2	Word Processors	400	2.86	0.91	Agreed
3	Presentation Software (PowerPoint etc.)	400	1.81	0.77	Disagreed
4	Computer Aided Instruction Software	400	1.77	1.03	Disagreed
5	Type-set with computer	400	2.72	1.01	Agreed
	Sum		**10.88**	**4.57**	
	Mean of Means		**2.18**		

Table 1 shows the item by item means of the ICT skills possessed by economics teacher trainees in Imo State. The results indicated that items 2 and 5 were seen as agreed while items 1, 3 and 4 were seen as disagreed with consideration to the criterion item mean of 2.50. The mean of means score stood at 2.18. The conclusion is that economics trainee teachers possess the following skills in ICT; word processors and type-set with computer but do not possess the following ICT skills; use of multipurpose projector, Presentation Software (PowerPoint etc.) and Computer Aided Instruction Software.

Table 2: Item by item means of the classroom management skills possessed by economics teacher trainees in Imo State

S/N	Item Statement:	Economics Teachers Trainees'			
		n	**X̄**	**SD**	**Decision**
6	Check student's home work at the end of each lesson.	400	2.75	0.81	Agreed
7	Ensure that a cordial relationship exist between them and the students	400	2.81	0.84	Agreed
8	Provide guidance to students in solution of their various problems	400	2.83	0.74	Agreed
9	Explains lessons with suitable examples	400	2.78	0.76	Agreed
10	Encourages students during their question and answer sessions.	400	2.77	0.89	Agreed
	Sum		**13.94**	**4.04**	
	Mean of Means		**2.79**		

Table 2 shows the item by item means of the classroom management skills possessed by economics teacher trainees in Imo State. The results indicated that items 1- 5 were seen as agreed. The mean of means score stood at 2.79. The conclusion is that economics trainee teachers possess the following skills in classroom management; check student's home work at the end of each lesson, ensure that a cordial relationship exist between them and the students, provide guidance to students in solution of their various problems, explains lessons with suitable examples and encourage students during their question and answer sessions.

Table 3: One sample Z-test of significant difference between the mean score on ICT skills possessed by economics teacher trainees and the criterion mean of 12.50.

n	X̄	μ	S.D	df	Z_{cal}	$Z_{crti.}$	Decision
							Ho Retained
400	10.88	12.50	4.57	399	-7.08	1.645	

Table 3 shows significant difference between the mean score on ICT skills possessed by economics teacher trainees and the criterion mean of 12.50. It was indicated in the table that the Z-calculated of -7.08 is less than the Z-tab of 1.645 at one tail test, leading to the acceptance of the hypothesis

and concluding that the mean score on ICT skills possessed by economics teacher trainees is not significantly greater than the criterion mean of 12.50.

Table 4: One sample Z-test of significant difference between the mean score on classroom management skills possessed by economics teacher trainees and the criterion mean of 12.50.

n	$\overline{\text{X}}$	μ	S.D	df	Z_{cal}	$Z_{crti.}$	Decision Ho Not Retained
400	13.94	12.50	4.04	399	7.12	1.645	

Table 4 shows significant difference between the mean score on classroom management skills possessed by economics teacher trainees and the criterion mean of 12.50. It was indicated in the table that the Z-calculated of 7.12 is greater than the Z-tab of 1.645 at one tail test, leading to the rejection of the hypothesis and concluding that the mean score on classroom management skills possessed by economics teacher trainees is significantly greater than the criterion mean of 12.50.

The study revealed that economics trainee teachers possess the following skills in ICT; word processors and type-set with computer but they do not possess the following ICT skills; use of multipurpose projector, Presentation Software (PowerPoint etc.) and Computer Aided Instruction Software. This led to the conclusion that the mean score on ICT skills possessed by economics teacher trainees is not significantly greater than the criterion mean. This implies that most of the ICT skills are not possessed by the trainee teachers in Imo State. Similar to this finding, Bitok (2014) found that teachers were averagely prepared in terms of ICT knowledge skills but lacked experience. Adimora, Onah, Akaneme, Akubuilo, Eya and Umeano (2014) revealed that majority of the teachers in the zone do not have access to ICT facilities, some of the teachers are not prepared to use ICT facilities in teaching.

It was also revealed that economics trainee teachers possess the following skills in classroom management; check student's home work at the end of each lesson, ensure that a cordial relationship exist between them and the students, provide guidance to students in solution of their various problems, explains lessons with suitable examples and encourages students during their question and answer sessions. This finding led to the conclusion that the mean score on classroom management skills possessed by economics teacher trainees is significantly greater than the criterion mean. In consonance with this finding, Omoteso and Semudara (2011) results showed that the

strategies adopted by teachers included giving advice (90.5) and referring the students to the school counsellors (88.6%). The teachers were rated effective in attending classes punctually (81.3%) and in communicating clearly with the students (96.0%). Maphosa and Mammen (2011) also revealed that most disciplinary measures used to deal with minor forms of indiscipline were rated lowly and they were also judged to be mostly ineffective.

Recommendations

Based on the findings, the following recommendations were made;

1. The teacher training (education) institutions should endeavour to teach their students on the following ICT skills; use of multipurpose projector, Presentation Software (PowerPoint etc.) and Computer Aided Instruction Software.
2. The institutions should as well be more productive in teaching the students the rudiments of classroom management.

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