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Revamping Teaching of Technical and Vocational Education Programme through the Use of Information and Communication Technology (ICT) Application Softwares for Effective Lesson Delivery in the Public Colleges of Education (Technical) in South Eastern States of Nigeria.

[1]Oluka Sussan N. & [2]Ideh Nonso F.

Department of Technology and Vocational Education, Faculty of Education, Enugu State University of Science and Technology (ESUT), Enugu – Nigeria.

E-mail: [1]sussan.oluka@esut.edu.ng

ABSTRACT

The study intends to determine the various ways of revamping the teaching of technical and vocational education programmes through the use of ICT application softwares in the public colleges of education (technical) in Anambra and Enugu State. The study was guided by three research questions and three null hypotheses. A census research design was adopted for the study. The population for the study 1was 50, comprising 28 male and 22 female lecturers of technical and vocational education (TVE) programme in the two public college of education (technical) in Anambra and Enugu States.The instrument used for data collection was a 23structured item questionnaire based on the three research questions that guided the study.The instrument was validated and the reliability of the instrument was determined using Cronbach Alpha which yielded 0.75. Out of the 50 copies of the questionnaire that was administered, 43 were retrieved, showing a 91.43% return rate. Mean, standard deviation and t-test statistic were the statistical tools used. Specifically, the study identified the various ways in which Google Slides, Prezi and Genially could be use in revamping the teaching of technical and vocational education programmes. Based on the study, the traditional classroom learning remain abstract which forces the students into rote memorization of the concept taught in order to pass the examination without considering the practical and innovative application of those concepts taught in the classroom. Thus, TVE programme being a skill orientated programme requires an effective teaching delivery method which is capable of presenting realistic information about the concept taught thereby motivating and arousing the students' interest, which invariably allow the themto actively participate in the teaching and learning process. The findings of the study revealed among others which include; sharing access link to the student to have access to the content material, presenting TVE instructions with google slide using pear deck, Inserting of Youtube video for the prezi presentation, inserting of graphics for the prezi presentation and sharing genially instructions in the social media.

Keywords: ICTs, Application Softwares, TVE Programmes, Google Slides, Prezi and Genially

INTRODUCTION

During the past decades, there had been exponential globalization which has made pervasive impacts both on the society and on everyday living. This has prompted Nigeria, as a nation into establishing a means of educating her citizens to meet the global standard. To meet this global standard, Nigerian citizen need information which is the bedrock of every developing nation. It could be in form of theoreticalknowledge or practical skills. Thus, if thistheoretical knowledge or practical skills is acquired in school, it becomes formal; and when it is acquired outside the school setting, it becomes informal/Qualitative education.

Qualitative education is a form of education which majorly lays emphasis on the need for

the students to learn theoreticalknowledge along with practical skills. Thus, it enablesthe learner to reason logically, critically, which aids him in the application of effective, cognitive and psychomotor skills, thereby contributing positively towards the development of his immediate domain and the nation in general. Education can exit in different formsor programmewhich Technical and Vocational Education (TVE) is one of them.

Technical and Vocational Education (TVE) is a form of education designed to equip the learners with necessary competencies for gainful employment (Obidile, 2018). According to Idris and Mbudai (2016), Technical and Vocational Education (TVE) is described as the training given to individuals for the implementation of technological development of a nation. However, the features of Technical and Vocational Education (TVE) focused on its orientation towards the world of work, acquisition of employable and entrepreneurial skills for gainful employment. Hence, considering the high rate of unemployment which brought about increase in poverty level, one wonders whether TVE as practiced in Nigeria has been able to fulfill its objective of equipping its recipients with the necessary competencies for gainful employment. And this could be traced through the mode of delivery used for teaching and learning. Thus, TVET remain of the skill oriented programme in the colleges of education (technical).

Hence, in the Colleges of Education (Technical), Technical and Vocational Education TVE progammecovers so many areas which includes; Agricultural Education, Home Economics, Business Education which comprises Office Technology and Management (OTM), Accounting Education, Commerce and Cooperative Education, Computer Education, Distributive/ Marketing Education, Industrial and Technology Educationwhich comprises Electrical, Mechanical, Building& Woodwork and Metal Work Education (Obidile, 2018). Since technical vocational education has a great role to play in the technological development of any nation, it calls for a change in the method of teaching.

Teaching is any action geared towards making another person to learn (Mbah and Umurhurhu, 2016). Teaching can take place in different academic level which Colleges of Education Technical is one of them. However, for the Colleges of Education Technical Lecturers to be able to achievea workable TVE programme, there must be an effective lesson delivery.However, theteaching facility for effective lesson delivery in the Colleges of Education Technical is to be provided in order to enable the lecturers to achieve the instructional goals, aims, and objectives of the subject matter. With the speed of emerging innovations in science and technology, new foundation must be put in place by Colleges of Education Technical to engender the development of technological method of thinking among the students. Thus, different Technical College of Education have been established by the government in different states which Anambra and Enugu States are not exceptional. Anambra being one of the States in the Southern East region of Nigeria, islocated at latitude $5^{o}30$ to 6^{o} 40 North of the equator and on longitude $6^{o}40$ to 7^{o} 20 East of the prime meridian and EnuguState being geographically located at latitude 6^{o} 25” N and 7^{o} 03”N of equator and 7^{o} 25 E and 8^{o} 19 E of Greenwich meridian have made sure they contribute to her society by ensuring that their governments establish these institutions in their States.

Thus, Colleges of Education (Technical) in these states have qualified lecturers which comprises of male and female lecturers, but they have not applied these emerged software in teaching. In other to achieve effective method of delivery a lesson inColleges of Education (Technical), it calls for revampingthe teaching of TVE programme through the use of information and communication technology (ICTs) application software. Revamping is the act of making something better or to be improved upon something. In the context of the study, one can say that it is the act of using technology like information and communication technology (ICT) to improve the teaching of TVET programme.

Information and communication technology (ICT) is a technological tool used for preparing and educating students with the required skills for the global work place (Ibe- Bassey, 2011). However, Onyebueyi, Mbah and Odeluga (2017), stated that the field of education hadbeen affected by ICTs because they had undoubtedly affected teaching, learning, and research. Hence, the valuable features of ICT according to Macdonald (2022), that have aided in the improvement of the education standards include; ICT application softwares, internet service tool, distance learning tool.

ICT application softwares, also referred to as presentation softwares is a category of software that is specifically designed to allow the user to create presentation of idea, by stringing together text, image and audio/video, (Techopedia, 2022). According to them, these softwares have three main components which are: text editor for inputting and formatting text, facility for inserting graphics and multimedia files and slideshow system for displaying the content. The following application softwarescan be usedin teaching, and they include; google slides, preziand genially (Abbmonte, 2021).

Google slide is an online application software which allows one to easily collaborate and share presentation with texts, photos, audios or video file (Owen, 2021). Hence, one of the most important featureto note about google slide is that it is hosted online and can be accessed in a web browser from any device with an internet connection. However, it has offered benefit of cloud storage, meaning that the user document are saved automatically and may be retrieved even if their hard drive fails (Hope, 2021). In google slides, once presentation is created, it is shared directly with the student using simple link, sent via medium from email to text.It has the ability to lock access which is a great security feature to avoid the students altering the slides, (Luke, 2020).

Apart from goggle slide, the lecturer might decide to engage the student in the conversational presentation through the use of prezi application software. Prezi is a application software which allows the users to create special presentations that are ideal for general purposes, (Ukeh, Okeke, Okechukwu, Eziokwu, Onuvo & Orie, 2022). According to them, this software makes it easier for the presenter to add graphs, photographs, text and a range of other useful elements to presentations so that the information included in the presentation is clear and easy to understand. Prezi elements are arranged in a specific order and the incoming information is zoomed in, comes to the forefront and is compared to the other elements on the screen (Graham, 2011).

Hence, it is always necessary to create an illustrative content in which participation and communication are encouraged among the student through the use of genially.Genially is a web-based application software, which allows one to create animated info-graphics, interactive presentations and even escape games

(Rhéaume**,** 2019). One can say that genially aids in presenting content to the students in a fun way which offers the presentation as a visual aid during their oral presentations. This application was established in 2015, at Córdoba, Spain. However, it gives an opportunity both for the Teachers and students to insert web links, texts, videos, audios, and illustrative objects/images, when creating a work project on a Genially sheet.

Thus, if these information and communication technology application softwares are learnt by the lecturers of technical and vocational education programme of Colleges of Education (Technical), it will revamp their productivity and their quality service delivery will also be affected, which will give birth to either competent graduate or incompetent.It is against this background that the researcher sought to determine the strategies for revamping the teaching of technical and vocational education programme through the use of information and communication technology ICTs application software in public College of Education (Technical) in Anambra andEnugu States.

Statement of the Problem

Globally teaching and learning has experienced transition from conventional school environment to a technology aided learning environment and this could have certain implications on the students' attitude, preference and approach to learning. Thus, in the traditional classroom learning remain abstract which forces the students into rote memorization of the concept taught in order to pass the examination without considering the practical and innovative application of those concepts taught in the classroom.

However, TVE programme being a skill orientated programme requires an effective lesson delivery method which is capable of presenting realistic information about the concept taught thereby motivating and arousing the students' interest which invariably allow the students to actively participate in the teaching and learning. However, the delivery method determine how the students' knowledge is enriched and how deepened their skills is, in relating the school experience to work activity.

Thus , it was observed that the Colleges of Education Technical in Anambra and Enugu State have not properly utilize this ICT presentation software in teaching and learning,as a result of limited facilities, high costs of accessing it and percentage of trained human resources (teachers) that can utilize it at minimum. These have contributed to the ill training of TVE students in the institution, making teaching and learning teacher-centered, thereby increasing the rate of dependency among students.

Presently, the interest of this generation is always aroused when they are engaged in any thing that has to do with ICT devices.Hence, these softwares grant recipient time and autonomy to study, practice, explore and utilize learning resources at their pace, thereby simplifying teaching and learning process and making it student centered.

Thus,if something is not done to avert this situation, it will lead to a situation where the training of the students become grossly impeded, which will mar their interest and confidence towards real work situations, thereby deterring realistic learning. Consequently, the study therefore, sought to determine thevarious ways for revamping the teaching of technical and vocational education programmes through the use of information and communication technology ICTs application software in public college

of education (technical) in Anambra and Enugu States.

Purpose of the Study

The main purpose of this study was to determine the various ways forrevamping the teaching of technical and vocational education programmes through the use of information and communication technology ICTs application software in public college of education (technical) in Anambraand Enugu States. Specifically, the study sought to determine the;

1. the various ways Google slidescould be usedin revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambraand Enugu States.
2. The various ways Prezicould be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.
3. The various ways Genially could be usedin revampingthe teaching of Technical and Vocational Education Progrmmein Public Colleges of Education (Technical) in Anambra and Enugu States.

Research Questions

The following research questions were formulated to guide the study;

1. What arethe various ways Google slides could be used in revamping the teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States?
2. What are the various ways Prezi could be used in revamping the teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States?
3. What are the various ways Genially could be usedin revampingthe teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance;

1: There is no significant difference between the mean ratings ofCollege of Education Technical male and female lecturers on the various ways Google slidescould be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.

2: There is no significant difference between the mean ratings ofCollege of Education Technical male and female lecturers on the various ways Prezi could be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.

3: There is no significant difference between the mean ratings ofCollege of Education Technical male and female lecturers on the various ways Genially could be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.

Research Method

The study used a census survey research design involving the whole population.A census survey research design was used, because the entire population of the study is manageable and utilize for the study.The study was carried out in two public Colleges of Education (Technical)in Anambra and Enugu State.The population of the study

comprised 50 Lecturers in the two Public College of Education Technical in Anambra and Enugu States that offer TVET programme. TheseColleges of Education are; Federal College of Education (Technical) Umunze and Enugu States College of Education (Technical), ESCET Enugu. Due to the manageable size of the population, there was no sampling.

The questionnaire items were based on research questions and hypotheses that guided the study. The questionnaire was responded to by boththe male and female lecturers in the two Colleges. The questionnaire consists of two parts. Part I obtained information on the personal data of the respondent. Part II was divided into four sections. Section A contained seven item statements on various ways Google Slide could be used in revamping the teaching of TVEprogramme. Section B contained ten item statements onvarious waysPrezicould be used in revampingthe teaching of TVEprogramme and Section Ccontained 10 items statements on various ways Geniallycould be used in revamping theteaching of TVEprogramme.A four point rating and weighted values were assigned to each item in sections A-D respectively as; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) with numerical values of 4, 3, 2, and 1 respectively.

The instrument used for data collection was a structured questionnaire titled revamping the Teaching of TVET Programmes Through the use ofICTs Application Software. The questionnaire was developed by the researcher and contained 23 items generated from an extensive literature and information from personnel from information and communication technology. The instrument was subjected to validation using three experts. Two experts were from Electrical/Electronics Technology Education Programme of Department of Technology and Vocational Education and one from Measurement and Evaluation Programme of Department of Mathematics and Computer Education all from Faculty of Education, Enugu State University of Science and Technology, Enugu. They read the copies of the instrument, checked the contents, clarity, and suitability of the items in answering the research questions that guided the study. Their comments, corrections and suggestions were used to produce the final draft of the instrument usedfor the study.

The reliability of the instrument wasdetermined using Cronbach Alpha. The reliability index arising from this method achieves a degree of internal consistency of the instrument; it yielded a reliability coefficient of 0.75, indicating that the instrument is reliable and suitable for data collection for the study. Fiftycopies of the questionnaire were administered by hand to the male and female lecturers in the Public Colleges of Education (Technical) in Anambra and Enugu Statesby the researcher with the help of three research assistants.The instrument was collected backafter completion to avoid biase. Out of the 50 copies of the questionnaire that was administered, 43 was retrieved. Hence there was 93.10% return rate, and same numberwas used for data analysis of the study.

The data collected for the study were analyzed using mean to answer the research questions and standard deviations for determining the closeness of their responses. The decision rule was that any items with a mean score 2.50 and above was regarded as agreewhile any item with the mean score below 2.50 was regarded as disagree. The statistics was used to test the null hypotheses at 0.05 probability level of significance. In testing the hypotheses, the decision was that if the value of calculated ‘t’ is equal to or greater than the given table

't', at 0.5 level of significant, the null hypothesis was rejected, otherwise do not reject .

Results

The results of the analysis of data collected from the study are presented in Tables based on the research questions and hypotheses that guided the study.

Research Question 1

What arethe various ways Google slides could be usein revampingthe teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States ?

Table 1: Mean Ratings and Standard Deviation of the Respondents on the various ways Google slides could be using revamping the teaching of Technical and Vocational EducationProgramme.

S/N	the various ways Google slides can be use in revamping the teaching of TVE programme;	TVE Male Lecturers N=21		TVE Female Lecturers N=22		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
1	Creating of google account	3.41	0.71	3.41	0.57	3.41	0.67	Agree
2	Creating a pear deck in google slides presentation	3.15	0.99	3.33	0.78	3.21	0.93	Agree
3	Sharing access link to the student to have access to the content material	3.37	0.65	3.41	0.80	3.38	0.69	Agree
4	Using the pear deck icon in adding google slides presentation	3.35	0.89	3.37	0.79	3.36	0.86	Agree
5	Presenting TVE instructions with google slide using pear deck	3.35	0.80	3.52	0.80	3.41	0.80	Agree
6	Providing google slide equipment in the classroom	3.52	0.69	3.59	0.75	3.54	0.71	Agree
	Cluster mean/SD	**3.39**	**0.78**	**3.47**	**0.75**	**3.42**	**0.77**	**Agree**

Note: X =Mean; SD = Standard Deviation; N = Number of respondents

The result presented in Table 3 depicts that the respondents overall mean rating for all the items agreed.The items mean rating range from 3.54 to 3.21,showing that the respondent agreed to the identifiedways Google slides could be use in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States. The overall cluster mean ratings of the respondents is 3.42 with standard deviation of 0.77. This depicts that the identified items are the ways Google slides could be used in revamping the teaching of TVET progrmmein Colleges of Education (Technical)for effective teaching and learning. The low standard deviation shows that the respondent's opinions do not differ remarkably to the itemize.

Hypothesis 1
There is no significant difference between the mean ratings ofcollege of education technicalmale and female lecturers on the various ways Google slidescould be using revampingthe teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States.

Table 2: Summary of t-test analysis of mean ratings collegeof education technical lecturersmale and femaleon the various ways Google slides could be use in revamping the teaching of TVE programme

Teaching Experience	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male Lecturers	21	0.553	43	0.582	0.61111	1.10595	NS
Female Lecturers	22						

The result of t-test analysis in Table 4 shows that the t-value at 0.05 level of significant and 43 degree of freedom for the 6 items is 0.553 with a significant value of 0.582. Since the significant value of 0.582 is more than the 0.05 level of significance, the null hypothesis is not significant. This means that there is no significant difference with respect to the items on the mean ratingson college of education technical male and female lecturers onvarious ways Google slidescould be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.

Research Question 2
What arethe various ways Prezi could be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States?

Table 3: Mean Ratings and Standard Deviation of the Respondent on various ways Prezi could be usedin revamping the teaching ofTVE programme

S/N	various ways Prezi can be use in revamping the teaching ofTVEprogramme;	TVE Male Lecturers N=21		TVE Female Lecturers N=22		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
7	Signing up toprezi account	3.87	0.34	3.90	0.20	3.88	0.28	Agree
8	Setting up the prezi account suit TVE instructions	3.50	0.69	3.41	0.64	3.47	0.67	Agree
9	Creating instructions like name, email and password.	3.91	0.29	3.89	0.32	3.90	0.30	Agree
10	Opening of space for typing of text	3.43	0.82	3.56	0.51	3.47	0.73	Agree
11	Inserting of pictures for the prezi presentation	3.46	0.69	3.81	0.56	3.58	0.67	Agree

12	Inserting of Youtube video for the prezi presentation	3.41	0.74	3.56	0.58	3.46	0.69	Agree
13	Inserting of graphics for the prezi presentation	3.61	0.53	3.59	0.57	3.60	0.54	Agree
14	Resizing of graphics for the prezi presentation	3.57	0.54	3.56	0.58	3.57	0.55	Agree
15	Providing preziequipments	3.46	0.69	3.56	0.64	3.49	0.67	Agree
	Cluster Mean/SD	**3.59**	**0.60**	**3.65**	**0.52**	**3.61**	**0.57**	Agree

Note: X =Mean; SD = Standard Deviation; N = Number of respondents

The result presented in Table 5 depicts that the respondents overall mean ratings for all the items in the various ways Prezi could be used in revamping the teaching of TVE.The items mean ratings ranges from 3.49 to 3.99, showing that the respondent agreed that theidentified items arethe various ways Prezi could be use in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education Technical in Anambra and Enugu States. The overall cluster mean of 3.61 and standard deviation of 0.57 shows that the respondents agreed to the items asvarious ways Prezi could be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education (Technical) in Anambra and Enugu States.

Hypothesis 2

There is no significant difference between the mean ratings ofCollege of Education (Technical) male and female lecturers on the various ways Prezi could be using revamping the teaching ofTechnical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States.

Table 4: Summary of t-test analysis of mean ratings college of education technical lecturersmale and femaleon the various ways Prezicould be usein revamping the teaching of TVE programme

Teaching Experience	**N**	**T**	**df**	**Sig. (2tailed)**	**Mean Difference**	**Std. Error Difference**	**Decision**
Male Lecturers	21	0.941	43	0.350	0.74074	.78726	NS
Female Lecturers	22						

The result of t-test analysis in Table 6 shows that the t-value at 0.05 level of significant and 43 degree of freedom for the 9 items is 0.941 with a significance value of 0.350. Since the significant value of 0.350 is more than the 0.05 level of significance the null hypothesis is not significant. This means that there is no significant difference on the mean ratings ofCollege of Education (Technical) male and female lecturers on the various ways Prezi could be use in revamping the teaching of TVE programme.

Research Question 3

What are the various ways Genially could be use in revamping the teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States?

Table 5: Mean Rating and Standard Deviation of the Respondents onthe various ways Genially could be used in revamping Teaching of TVE Progrmmes.

S/N	the various ways Genially could be use in revamping the teaching ofTVEprogramme;	TVE Male Lecturers N=21		TVE Female Lecturers N=22		Overall		Decision
		$\overline{X}_1$	SD_1	$\overline{X}_2$	SD_2	$\overline{X}_G$	SD_G	
16	Create of the genially account	3.72	0.45	3.67	0.55	3.73	0.45	Agree
17	Choosing of the type of presentation packages, if it is info-graphics or interactive design	3.52	0.50	3.74	0.45	3.53	0.50	Agree
18	Editing of text in genially instruction	3.65	0.52	3.56	0.51	3.60	0.52	Agree
19	Sharing genially instructions in the social media	3.48	0.69	3.52	0.51	3.49	0.67	Agree
20	Getting of the access link or URL code.	3.70	0.46	3.52	0.64	3.74	0.44	Agree
21	Providing genially equipment in the classroom	3.54	0.57	3.81	0.39	3.54	0.59	Agree
22	Inserting of image for genially presentation	3.48	0.64	3.56	0.64	3.56	0.59	Agree
23	Inserting of animation in each slide for genially presentation	3.70	0.57	3.70	0.46	3.70	0.60	Agree
	Cluster mean/SD	**3.57**	**0.56**	**3.64**	**0.53**	**3.59**	**0.55**	Agree

Note: X =Mean; SD = Standard Deviation; N = Number of respondents;

The result presented in Table 7 depicts that the overall mean ratingsof the respondents for all the identified items depicts agree. The item mean ratings ranges from 3.74 to 3.49,showing that the respondent agree to the identifiedways Genially could be used in revamping the teaching of Technical and Vocational Education Progrmmes in Public Colleges of Education technical in Anambra and Enugu States. The overall cluster mean of 3.59 further indicate that the respondents agree to the items as theways Genially could be used in revamping the teaching of Technical and Vocational Education Progrmmes in public Colleges of Education (Technical) in Anambra and Enugu States. The low standard deviation of 0.78 obtained from data analysis shows that the respondents' responses do no differ remarkably.

Hypothesis 3

There is no significant difference between the mean ratings ofCollege of Education (Technical) male and female lecturers on the various ways Genially could be usein revamping the teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States.

Table 6: Summary of t-test analysis of mean ratings college of education technicalmale and female lecturers on the various ways Genially could be use in revamping the teachingof TVEProgramme.

Teaching Experience	N	T	df	Sig. (2tailed)	Mean Difference	Std. Error Difference	Decision
Male Lecturers	21	0.632	43	0.530	0.53704	0.85038	NS
Female Lecturers	22						

The result of t-test analysis in Table 8 shows that the t-value at 0.05 level of significant and 43 degree of freedom for 8 items is 0.632with a significant value of 0.530. Since the significant value of 0.530 is more than the 0.05 level of significant, the null hypothesis is not significant. This means that there is no significant difference with respect to the items on the mean ratings of male and female lecturers onthe various ways Genially could be use in revamping theteaching of TVEprogrmme inPublic College of Education (Technical) in Anambra and Enugu State.

Summary of Findings

The Various Ways Google Slide Could be Used in Revamping the Teaching of Technical and Vocational Education Progrmmesin Public Colleges of Education (Technical)

The following are the various ways Google slide could be use in revamping the teaching of TVE programme in Public College of Education (Technical) in Anambra and Enugu State. Among the identified ways in which Google slidecould beused in revamping the teaching of TVE programmewere; creating a pear deck in presentation, sharing of access link to the student to have access to the TVE instruction and presenting a lesson with google slide using pear deck.

The Various Ways Prezi Could be Used in Revamping the Teaching of Technical and Vocational Education Progrmmesin Public Colleges of Education (Technical)

It was also found that the various ways Prezi could be used in revamping the teaching of TVE programme in Public College of Education (Technical) in Anambra and Enugu State. Among the identified ways in which Prezi could beused in revamping the teaching of TVE programme were; setting up of prezi account, inserting of pictures for the prezi presentation and inserting a Youtube video for the prezi presentation.

The Various Ways GeniallyCould be Used in Revamping the Teaching of Technical and Vocational Education Progrmmesin Public Colleges of Education (Technical)

Hence the study further found that the ways in genially which could be use in revamping the teaching of TVE programme in Public College of Education (Technical) in Anambra and Enugu State. Among the identified ways in which genially which could be used in revamping the teaching of TVE programme were; include; choosing the type of presentation packages, choosing if it will be info-graphics or interactive design and inserting image for genially presentation.

Discussion of Findings

Fromthefinding in the research question one and table one, what is the various ways

Google slides could be use in revamping the teaching of Technical and Vocational Education Progrmmes in public colleges of education technical in Anambra and Enugu States, which have six items. The study revealed that the variousways Google slide could be used in revamping the teaching of TVE programme in Public Colleges of Education (Technical) in Anambra and Enugu State include; creating a pear deck in presentation, sharing of access link to the student to have access to the TVE instruction and presenting a lesson with google slide using pear deck are rated high.This is commendable because no effective lesson delivery in the Colleges of Education (Technical) would be achievable without effective mastery in this area. The identified ways were in line with Teaching, I.U(2022), thatgoogle slide gives both the teacher and the students an opportunity to show off their work in visual way, embed and publish their google slides presentation on website. The test of hypothesis one showed that there was no significant difference in the mean ratings of male and female lecturers onthe various ways google slide could be use in revamping the teaching of TVE progrmme in public College of Education (Technical) in Anambra and Enugu State.

The study alsorevealed that the various ways Prezicould be used in revamping the teaching of TVE programme in Public Colleges of Education (Technical) in Anambra and Enugu State include; setting up the prezi account, inserting pictures for the prezi presentation and inserting a Youtube video for the prezi presentation. The identified ways were in line with Ozaslan and Maden, (2013) who stated in their study that students learned better if the course material was presented through some visual tools like Prezi. Data from null hypothesis two test showed that that there was no significant difference on the mean rating ofmale and female lecturers onthe various ways Prezi could be use in revamping the teaching of TVE progrmme in Public College of Education (Technical) in Anambra and Enugu State.

Further,the study alsorevealed that the various ways geniallycould be use in revamping the teaching of TVE programme in public colleges of education (technical) in Anambra and Enugu state which include choosing the type of presentation packages, choosing the design if it is info-graphics or interactive design and inserting image for genially presentation. The findings of the study were in agreement with Karlin (2020), who stated ICT application softwares gives the teachers an opportunity of creating infographics, reports, guides, or even images with interactive elements. Further, the findings on the null hypothesis showed that there was no significant difference on the mean rating ofmale and female lecturers onthe various ways Prezi could be use in revamping the teaching of TVE progrmme in Public College of Education (Technical) in Anambra and Enugu State.

Conclusion

ICT applications software makes use of user-generated content for end-users. Their applications offer a quick solution to the far more challenging issues of how institutions might engage with and support student-led participation. Its application in teaching has no limit as TVE lecturers who may utilize it in teaching their students irrespective of practical contents of the course. Employing the identified strategies in the use of ICT applications software in teaching TVE programmes in the Public College of Education (Technical) setting would go a long way in achieving the aim and objectives of the programme regardless of the challenges it is facing. The use ofgoogle slide, preziand genially according to the findings of the study in TVE programmes would revamp the teaching based on the identified ways. The study therefore

concludes that TVE Lectures need to adopt the identified ways for effective lesson delivery of TVE programme in College of Education (Technical) in Anambra and Enugu State.

Recommendations

The following recommendations were made based on the findings of the study;

1. The identified ways of using google slides, preziand geniallyin teaching should be studied and used by lecturers to revamp the teaching of TVEprogramme in the public college of education (technical).
2. The government and other stakeholders should retrain TVE lectures in the ways in which google slides, preziand genially is used in teaching through organized seminars and workshops.
3. Institution of higher learning should adopt the identified ways in usinggoogle slides, preziand geniallyin TVE programme for effective lesson delivery.
4. Institution administrators should provide enabling environment and free Wi-Fi for the use of google slides, prezi and genially in TVEprogrammes.
5. The identified ways in using google slides, prezi and genially ICT application softwares for revamping the teaching TVE programme should be included in the curriculum for different programmes for effective teaching and learning.

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