Abstract

This dissertation investigated the use of ICT tools in Vocational and Technical Education and Training (TVET) in the Kumasi Metropolis. The study was designed to collect information from selected schools on how far they use ICT tools in teaching technical subjects. The people who were contacted with the research were ICT teachers, technical teachers on the field, parents and educationists, students and computer experts. The research objective was to find out if adequate or well-equipped structures have been put in place for this modern technology and also to find out if enough funds are provided for maintenance to promote effective teaching and learning. The descriptive research design was adopted and questionnaires and interviews were used as the research instruments. The Statistical Package for Social Sciences (SPSS) was used to analyse the results. The sample involved 400 students, 100 teachers, 80 ICT teachers and 40 parents and educationist. Four Deputy/Assistant Directors and two computer experts were also interviewed. The results showed that about 86% of respondents would like the usage of ICT tools in our Voc/Tech schools for the students to be abreast with current technological advancement. The schools do appreciate the contribution of ICT tools to their performance, but
there are various barriers which require government intervention to adopt appropriate policies to address them. The findings, however, revealed financial problems, unavailability of quality ICT teachers, lack of ICT tools and lack of well-equipped computer laboratories, making it difficult to continue with the programme which has already started in the schools visited. In any case, there is still the need for improvement as outlined in the recommendations. The recommendations serve as a guideline for planning; the need to apply ICT tools in Voc/Tech schools and implementing computer education in Voc/tech Schools in Ghana especially in the Kumasi Metropolis.

References

Index Terms

| Computer Science | Information Sciences |

Keywords

TVET, ICT