

UTILIZATION OF COMPUTER DEVICE IN TEACHING BASIC DESIGN; A REFLECTIVE TEACHING PRACTICE APPROACH

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Abstract

This paper explored the utilization of computer device in teaching basic design to ensure a reflective teaching practice approach, in Junior Secondary Schools in Enugu Education Zone, Nigeria. The study employed the descriptive cross-sectional study of randomly selected 62 fine Arts teachers from frame of (31) thirty-one secondary schools residing in Enugu State, Nigeria. An in-depth interview using questionnaire instrument was administered to ascertain the quality and use of computer device to teach Art subjects in the system. Result: A total of 35% (31/62) respondents were analyzed since 10% (15/62) of the questionnaires lack essential competency in using computer devices when teaching Art subject were hence discarded. Analysis, revealed that 35% of Art teachers can effectively utilize computer device as an instructional material for teaching basic design in Junior Secondary Schools,

Findings: it was recommended among others that, government should employ applicants with B.Sc. (Ed.) and B.Ed. Computer Education to teach the subject (basic design) in Junior Secondary Schools, so as to create effective utilization of computer device in a reflective teaching practice approach.

Keywords: Reflective teaching, Computer device, Basic design, Instructional aids.

INTRODUCTION

Utilization of computer device in teaching Arts subject in junior secondary school aids the teachers to teach more effectively and efficiently in the system thereby impacting an advance method to the students. According to Onyejemezi et al, (2011) he pointed out that instructional materials increase the rate of learning, save's the teacher time and effort, increase the learners' interest and facilitate retraction/retention of what is learned Instruction aids promote quick understanding by arresting learner's attention but teachers neglect the use which make teaching boring and abstract in nature. The effective use of instructional aids facilitates easy understanding of abstract concepts and promotes effective communication and interaction between the teachers and the students. It also excites the perceptual thinking of students and makes them completely involved in the teaching-learning situation. There are wide ranges of instructional materials from the simplest or low-tech chalkboard to high-tech and more sophisticated ones such as videos, computers and the use of the World-Wide Web and the internet.

Many a time, teachers and teacher-trainees do complain about not utilizing appropriate Visual Art tools and materials at the junior secondary schools and Colleges of Education. Recent survey has shown that graduates from Colleges of Education do not have adequate knowledge and skills for the production, and use of instructional aids for Art Education. The newly introduced syllabus, which places much emphasis on the teaching of creative activities or skills in junior secondary schools, is dominated by Visual Art activities.

Teaching and learning visual art, whether in developed or developing countries involves the use of diverse instructional aids. The use of technology is quite acceptable and highly recommended to enhance teaching and learning in most areas of our studies. Researchers have made it clear, the potentialities of utilizing computer device to ameliorate students' creative ability in visual art.

Visual art are art forms, such as ceramics, drawing, painting, sculpture, printmaking, design, crafts, photography, video, film-making, and architecture. Many artistic disciplines (performing arts, conceptual art, textile arts) involve aspects of the visual arts as well as arts of other types.

The effects of utilizing computer device in teaching basic design as a Reflective Teaching Practice Approach, which the teacher uses to recite what has been done in the classroom, and an evaluation of teaching processes. According to Richard (2011), he stated that the primary goal of using reflective teaching practice approach is to improve the quality of teaching. The principles of doing this is by keen observation, written account of experiences, self-reports, auto biographies, journal writing, collaborative diary keeping and recording lessons, student's feedback teacher's stories (Tice et al 2011).

According to Hornby (2012), Visual Arts is the use of imagination to express ideas or feelings particularly in painting, drawing or sculpture: modern/contemporary Arts. However, research shows that arts is the only subject that find's practical use in other subject areas, for instance, the ability to draw and illustrate diagrams accurately can help the students in our science and social science subjects for more understanding of the topics than student may be able to understand in words. It is well known among educators that the educational experience involving the learners' active participation with concrete examples are retained longer than abstract experiences.

It was shown that Art Graphics can function in diverse ways such as a record of events, objects and situation, which also can be substituted for a real thing; a stand in, or symbol, thus communicates ideas or events. It educates and also serves as a means of self-expression and it helps to release emotion thereby serve as a means of exploration of vision. It was verified that when exciting and well-designed teaching-learning materials or artifacts are produced and utilized, students in Colleges of Education as well as the

pupils at the Junior level of Education will benefit greatly to improve human experience and better learning outcomes. Therefore, essential skills needed for the production of Visual Material includes Pen lettering skill, Calligraphy writing skill, Free hand writing skill, Use of colour in graphics, Modeling techniques, Painting, Weaving and other crafts' skills.

Burton et al, (2009), noted that artistic development extends into early adulthood, though qualitative descriptions are needed of students' thinking and pedagogical practices in art classes, which is an avenue for reflective teaching approach. Early Childhood Developmental Characteristics Children of young school age range is active, hands-on learners. They have short attention spans, cannot sit still for long periods of time, and learn best through hands-on exploration and manipulation of materials from the world around them, stated by Wood et al (2010). Learners in early childhood are social and talkative, and a narrative impulse runs through many of their activities, from drawing to imaginary play. In the earliest segment of this age bracket, parents, teachers, and other caregivers are the primary social influences, but by early elementary age, friends can be highly socially influential as well.

Wood, (2010) opined that Pre-school and Early Elementary students learn well from modeling, and need chances to practice new behavior. Wexler (2009) suggested that learning experiences need to be simultaneously structured and exploratory, providing opportunities for open-ended exploration with materials and ideas that fit within a classroom routine that has a defined beginning and end. Students of this age are very enthusiastic and eager to learn, but are generally more interested in process than product. By the later stages of early childhood, students' fine motor coordination has begun to develop somewhat, but in general this stage is primarily concerned with the development of gross motor abilities, and precise movements or fine detail are not in the range of students' interests or abilities.

Moreover, the process of teaching involves what to teach, when to teach, how to teach and with what material's. Burton ,(2009) defined the term "re-presentation" as the infinite ways in which artists (of all ages) translate life experience in a tangible, aesthetic form that might be experienced by others who encounter the work. According to Wood, (2010), he argued that the artistic Development Students of Junior level need to actively play, explore, and learn best by moving large muscle groups. Junior and early elementary education often involves hands-on time with a variety of materials: crayons, markers, and other drawing implements, paint, clay, and blocks and other manipulative. Art making at this stage (especially age five and below) is about experimentation with materials and the kinesthetic experience of manipulating them much more than it is about trying to represent a particular object or idea, stated Louis (2015). When a child begins to draw, he's not very attentive to the visual characteristics of the marks he produces; his

main concern is that he is able to make marks. He gradually begins to explore the relationship between marks and perhaps name the marks.

Gradually, students begin to develop intentional forms that grow into symbolic representations of things, as they come to realize that marks can convey meaning. Typically, the first fully-developed symbol of a child depicts that of a person. Olson (2013) stated that when children begin attempting to represent people, objects, ideas, or stories, they draw from their own personal experience, but these experiences as cited by Thompson, (2013) includes the influences of family, community, and media. According to Louis, (2015) he portrayed that students' using graphic images such as a house, a person, a favorite character which become increasingly similar to other students' drawings, reflecting a growing desire to communicate socially shared meaning.

Pearson, (2011) suggested that art making at this stage is primarily a social activity in addition to being an active and kinesthetic one. Thompson, (2007) concurred that students often "think out loud" as they work, and are eager to re-tell the story of a drawing to anyone (especially adults) who would like to hear. Olson, (2008) concluded that there is a very close relationship between language arts and visual arts at this age.

However, before the Nigerian independence, in 1960 and ten years after; there was what the government and the voluntary agencies could regard as joint management of secondary schools. After the civil war, the East central state government, in 1970, passed the public education edict, which took over the secondary schools from the missions. Other states in the Federation quickly followed suit. This culminated in what could be described as the "dawn" of rapid expansion of secondary schools, which they handed over to the Ministry of Education (MOE) to manage through the help of the various schools Management Boards. The supervision of schools and instruction then become the sole prerogative of the Ministry of Education & the Region Education Boards and later the State Schools Management Board. In order to make the lessons livelier and activity based, the MOE in conjunction with the State Schools Management board insisted that teachers should utilize teaching aids in the teaching and learning process. This was the beginning of the utilization of instructional materials like computer device in the classroom instructional process. Instruction aids are tools used in educational lessons, which include active learning and assessment. Basically, any resource a teacher uses to teach his/her student is an instructional aid.

Types of instructional aids: Traditional Resource, Graphic organizer, Teacher Made Resources;

1. **Traditional Resource:** This includes any textbook and workbook used in the classroom. For example, language arts classrooms always have literature textbooks, writing textbooks, and even vocabulary and spelling workbooks. It also

includes any supplementary reading materials like novels or poems outside of the textbook. The material enhances the introduction of a new concept or theme.

2. **Graphic organizer:** Also known as knowledge map, concept map, story map, cognitive organizer, advance, or concept diagram, is a communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. The main purpose of a graphic organizer is to provide a visual aid to facilitate learning and instruction. In language arts, Venn diagrams and Plot diagrams are clear instructional tools to use when comparing or analyzing event in a piece of literature. Graphics organizers allow students to physically see relationships between ideas. This is imperative for learning majorly for students who are more virtually oriented.
3. **Teacher Made Resources:** These include anything the teacher creates like handouts, workbooks, tests, quizzes and projects. Thus, Instructional materials are any material employed by a teacher or instruction to facilitate teaching and learning in terms of making learning interesting and easy. It may be in form of visual, audio and audio-visual.

Ekpo,(2015) aptly declared that instructional materials are often used to compensate for the inadequacies of sense organ or to reinforce the capacity of the dominant organs. They must be relevance for the realization of the intensive of curriculum. Instructional materials add elements of reality by providing concrete examples to learning. Seeing, aids understanding, in a teaching situation than words can do. One picture tells more stories than hundred words. Sight and sound have to go together in a classroom for effective teaching and learning to take place, especially in arts education. For instance, if the topic of the lesson as a teacher is “colour theory” in a class where they have not seen the different between pigments of colour before; it would be more ideal to show them a picture or sample or the symbols of colour than just giving them a mere written explanation or word.

Consequently, the teacher does not need to rely entirely on verbal explanations. He needs instructional materials which are tools that will enable him to deliver a particular topic to his students. This is to say that, there is no lesson that a teacher can teach successfully without using appropriate instructional materials. Instructional materials are variety of materials in various formats which enhances or influence the effective teaching and learning process among the students in schools. It is very critical to the successful delivery of every subject particularly for the greater understanding and facilitation of the learning process.

The importance of instructional material in teaching and learning is too obvious to be overemphasized. A lot has been written to show the indispensable role of utilizing instrumental materials in curricular implementation. It is pertinent to recall that

Onyejemezi et al, (2009) also pointed out that instructional materials increase the rate of learning, save the teacher time and effort, increase the learners' interest and facilitate retraction/retention of what is learned.

According to the article written by Ar.Sujit et, al (1997) stated that the ABC of any design means:

(a) **Aesthetics** (b) **Basic design** (c) **Creativity**.

Basic design- is rightly called the mother of all Designs. Its journey begins with the Basic Elements and culminates in a Spatial Perception. Basic design studio serves an important purpose of initiating Creativity and there by appreciating Art in many forms. Design is an expression of feeling and any creative act is a design. Shaktinanda, in the Longman Dictionary of Contemporary English, (2012) design is defines as a means of ;

1. A drawing or pattern showing how something is to be made;
2. The art of making such drawings or patterns;
3. The arrangement of arts in any man-made product, such as a machine or work of art, as this influences the product's practical usefulness;
4. A decorative pattern, especially one that is not repeated;
5. A plan in the mind.
6. The word design is also used as a verb with the following meanings.

To make a drawing or pattern of something that will be made or built for a certain purpose or use.

The importance of Reflective Teaching is stated as follows;

- It is helpful in keeping a Teaching Journal: The best and least intrusive way to start the practice of reflective teaching is to keep a 'teacher diary.' This is a purely personal action that will allow you to look objectively at what occurred in your lessons, and will force you to look at why things occurred as they did. It's really important that you set aside time immediately after a lesson, when the experience is still fresh in your mind, to do this. When you keep a teacher diary try very hard to look at specifics, but don't get in the habit of listing them. You most likely have an idea of what worked or did not and it is better that you honor yourself by writing how you felt about those successes or failures.
- Identification helps in creating a great improvement. According to Taghilou, (2007) asserted that effective learning had been achieved through reflective teaching practice, by 'encouraging growth and improving pedagogical knowledge and professional development for pre-service teachers' Rodman, (2010). This could be one of the possible ways of teacher's professional development, in which teachers act as adult learners and the facilitators in education system Borko, (2004) focus on student's learning, includes training, practice, feedback, is on-going process, and collaborative. Haqq et al (1999).

The practice of reflective teaching is an approach of utilizing computer device as an instructional aid in teaching basic design and could go a long way, to be integrated in the Junior Secondary Schools Educational Zones of Enugu State, Nigeria.

Kumaravadivelu, (2006) also advocated Three Pedagogic Parameters (P) that include;

- Particularity refers to a ‘context sensitive pedagogy’,
- Practicality means ‘theorize what teachers practice and practice what teachers theorize’,
- Possibility means ‘the social, political, educational and institutional forces that shape identity formation and social transformation’.

The integration might be possible as primarily, in particularity and practicality parameters, teachers should have a reflection on what they teach, in what context and how they teach the subject which will facilitate professional development especially in utilizing computer device as an instruction aids in teaching basic design in junior secondary schools, in Enugu State, Nigeria. Tice, (2011) defined Reflective Practice as a means of ‘looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation’ through data collection .

Three Structures of Reflection

Van Manen et al., (1993) identified it as follows:

- ❖ ‘Technical rationality’-This is the first level that emphasizes the ‘efficient and effective application for educational knowledge’ in achieving given goals. To reflect at this level is to question ‘the appropriateness of various course of action in the classroom’.
- ❖ ‘Practical reflection’- Second level accentuates on the clarification of the assumptions on moral, ethical and value considerations which are the basis of practical action. The reflection in this second level is ‘concerned with the deciding the worth competing educational goal and experiences’.
- ❖ ‘Critical reflection’-The third level focuses on the reflection of how ‘educational goals and practices’ are systematically and ideologically distorted by ‘structural forces and constraints at work and various aspects of society including educational settings’.

❖

From the explanation we may infer that reflection begins with the abstract concept to the complicated variables.

Reflective teaching has been proven to have learning effectiveness concluded by Taghilou, (2007), ‘encouraging growth and improving pedagogical knowledge and professional development for pre-service teachers’ Rodman, (2010).

There are two kinds of approach:

- Individual Approach

- Cooperative development.

There are several reasons of doing professional developments;

- ✓ To ‘overcome the sense of isolation’ from daily teaching activities,
- ✓ To enable teachers to get in touch with positive people, finding colleagues for co-developing materials, providing contacts for next job search, offering new teaching ideas, conducting action research, can help expand teacher’s conceptual understanding of teaching, boosting confident as a professional, and gaining confirmation and re-affirmation that what teacher does is worthwhile Bailey et al , (2001).

Finally, utilizing computer device in teaching basic design as pointed out by Lee, (2011), that teacher’s active involvement as a presenter in continuing professional development seminars ‘enable them (teacher) to think and reflect more seriously on their practice” as well as greatly enrich teacher learning situation.

Statement of the Problem

Today’s education cannot be adequately prepared for tomorrow’s computerized society without the use of computer aid. Computer is causing a revolution in our societies similar to that of industrial sector. Nations are genuinely interested in high standard of education scientifically and technologically. This shows that, teachers must adopt the computer age by employing teaching techniques that will facilitate visual art teaching and learning. According to Ekpo, (2015) aptly declared that instructional materials are often used to compensate for the inadequacies of sense organ or to reinforce the capacity of the dominant organs. There must be relevance of utilization of computer device for the realization of the intensive Curriculums program in educational system. Notwithstanding, the essentiality and the effectiveness of computer as an Instructional material; Tahir, (2009) admitted that there is a general lack of instructional materials in teaching and learning. On this note, the researcher has been urged to research on utilizing computer device in teaching basic design in Junior Secondary Schools in Enugu Education Zone, as a reflective teaching practice approach, to enhance active learning situation.

Objective of the Study

-The objective of the study was to provide evidence that computer devices are incorporated into teaching and learning of basic design in art education. Utilization of Computer devices had caused revolution in our society.

-However, Computer device utilization had gradually developed immensely in our educational system, making it affairs more relevant in many schools to enhance teaching and learning thus showing a strong tool for knowledge installation to ensure a reflective teaching practice approach.

Research Question

To what extent do art teachers, effectively explored the use of computer device as an instructional material in teaching basic design through a reflective teaching practice approach?

Purpose of the Study

The main purpose of this study is to find out the extent of utilizing computer device in teaching basic design as a reflective teaching practice approach in Junior Secondary Schools in Enugu Education Zone, Enugu State.

Significance of the Study

Learning new skills such as technology, computer and transferring skills already leant by the teachers to the students is the key to quality education in a rapidly changing technological environment. The findings of this study will be beneficial to visual art teachers, junior secondary school students, school administrators, Ministry of Education, Post Primary State Management Board, Government, curriculum planners at teachers' preparation stage and fellow researchers with keen interest in new innovation and computer skills needed by visual art teachers and students for effective and quality instructional delivery in the system.

Moreover, it will not only help to increase the teachers' level of awareness and understanding of some of the issues surrounding the use of computer as an instructional materials, its findings will also provide the teachers with a feedback on their teaching competencies as a basis for improvement in a reflective teaching practice approach, an assessment/evaluation of the teaching competencies of visual arts' teachers is essential in order to find out the extent to which the subject is effectively taught in the junior secondary schools in Enugu Education Zone and indeed, provide an insight into the extent to which the objectives of teaching the subject in the schools are being realized.

Curriculum planners and evaluators as well as government and educational administrators need empirical data on the overall teaching competences of Art' teachers in the Junior Secondary Schools to facilitate appropriate curricular policies and programmes for effective teaching and learning and the Educational Media Centre on the development of innovative materials used for teaching in schools.

Researchers will find it useful for further research.

Therefore, extent of utilizing computer device teaching basic design in junior secondary schools in Enugu Education Zone, if successfully implemented, will have much significance on the above mentioned groups.

Research Methodology

- This was a descriptive cross-sectional study carried out in different junior secondary schools in Enugu Education Zone, in Enugu state.
- A random selection of 62 fine Arts teachers from frame of (31) thirty-one secondary schools residing in Enugu State, Nigeria was accessed using computer device services to evaluate teaching mechanism and interviewed.
- 62 fine Arts teachers from different schools was surveyed
- A pre-tested questionnaire was used to obtain information from the students undergoing advance technical training concept delivered by different fine Arts teachers within urban areas of Enugu State.
- An in-depth interview using questionnaire instrument was administered to ascertain the actual method of training capacity the fine Arts teachers possess for impacting knowledge to their respective junior students irrespective of their previous traditional knowledge in various secondary schools that was accessed within Enugu State Educational Zone.
- The dependent and independent variables on socio-demographic data was derived using SPSS version 20 model.
- Cross-tabulation method was also used to analysis the results on the association of socio-demographic characteristics against perception and attitudes of the respondent.

Scope and Delimitation of Study

The study was undertaken in Enugu State, South East Nigeria and has been estimated with total population of about 3.6million, and a total land area of 7,618sqkm. The study was focused on teachers' to effectively utilize computer device to teach basic design in Junior Secondary Schools, in Enugu Education Zone of Enugu State. The major aim of the study has further showcased the value of impacting knowledge with the aid of teacher's utilizing computer device to teach basic design in Junior Secondary Schools existing in Enugu Educational Zone, Enugu State.

Research Question

1. To what extent do art teachers, effectively explored the use of computer device as an instructional material in teaching basic design through a reflective teaching practice approach?

Table 1: Mean Rating of Female and Male Students on the Extent to Which Visual Art Teachers Effectively Utilize Computer as an Instructional Material for Teaching Basic Design in Junior Secondary Schools in Enugu Education Zone of Enugu State.

S / N	Description	Male=20							Female= 12						
		V H E	H E	L E	V L E	X D	S D	D ec	V H E	H E	L E	V L E	X D	S D	D ec
1	The extent to which art teachers effectively utilize computer as an Instructional Material for teaching basic design are: Utilization of computer in teaching geometric shapes' design makes it difficult for the students to acquire more knowledge and insight in developing a good creative ideas or concepts.	2	3	5	1	1.	1.	L	2	2	2	6	1	1	L
					0	8	0	E					.	.	L
					5	4							9	1	E
													0	0	
2	Students participate actively to lessons while using computer packages as instructional tool in teaching back drop pattern design.	9	7	2	2	3.	1.	H	6	3	2	1	3	1	H
						2	0	E					.	.	E
						5	6						3	0	
														7	
3	Improper and inconsistence use of the computer device can reduce reality into abstract in teaching design concepts.	9	4	3	4	2.	1.	H	4	3	3	2	2	1	H
						8	0	E					.	.	E
						0	5						8	0	
													0	3	
4	The use of computer devices as Instructional materials in	9	7	3	1	3.	1.	H	6	2	2	2	3	1	H
						2	0	E					.	.	E
						5	6						3	0	
														7	

	teaching motif with spiral design makes lesson very interesting and easy		
5	Generating concept design with computer assisted instruction help students to develop high aptitude in imagination psychomotor activities.	10 7 3 0 3. 1. H 0 0 E 0 6	6 3 1 2 3 1 H . . E 3 0 7
6	Students retain more ideas in basic design when it is taught with computer instructional tools.	12 6 3 2 3. 1. H 1 0 E 5 6	6 3 1 2 3 1 H . . E 3 0 7
7	Computer assisted Instructions help students to approach other subjects with ease.	2 2 6 1 1. 1. L 0 8 0 E 0 4	2 2 2 6 1 1 L . . E 7 1 0 0

Of the seven items in tables 2 above, male students agreed with 4 of the items (2, 3, 4, 5 and 6) as the recorded mean scores are 3.25, 2.80, 3.25, 3.00, and 3.15. They disagree with items 1 and 7 with mean scores of 1.85 and 1.80. For their male counterpart items (2, 3, 4 and 5) were agree on, as the recorded mean scores are 3.3, 2.80, 3.3, 3.3, and 3.3..They also disagree with the remaining items 1 and 7 with mean scores of 1.90 and 1.70 However, the grand means of 2.77 and 2.90 for male and female teachers respectively indicates that the respondents accept that art teachers effectively utilize computer device as an instructional material for teaching basic design in Junior Secondary Schools in Enugu Education Zone of Enugu State.

Hypothesis: There is no significant difference in the mean score of male and female Secondary School teachers on utilizing computer device for teaching Basic Design.
T-Test Result of Mean Scores of Male and Female Secondary School Teachers on Utilizing Computer Device for Teaching Basic Design in Enugu Education Zone in Enugu State, Nigeria.

Gender	N	\bar{x}	S ²	Df	t-cal	t-crit	Decision
Female	20	2.77	1.05	30	0.86	+1.96 -	NS
Male	12	2.90					Do not reject H ₀₂

Table 2 above shows that the calculated t-value is 0.86 which is less than the critical t-value 0.34 is less than the critical t-value ± 1.96 at .05 level of significance and degree of freedom 30 going by the decision rule. There is no significant difference in the mean responses of male and female Secondary School Teachers on their Utilization of Computer as an Instructional Material for Teaching Basic Design in Enugu Education Zone of Enugu State.

Limitations of the study

There were many limitations associated with this study. Attitude of respondent when gathering data through questionnaires and interviews was a bit difficult. Approval of consent letter from different educational sectors in Enugu State was also a difficult task because it takes time and follow -up as several appointments were booked and cancelled most especially waiting for the approval of the heads of department in various sector heads.

Recommendation

- The imperative value of ensuring that teachers develops basic technical skills by possessing “technological advances knowledge” should be a thing of priority that will enhance changes in every working environment especially in schools hence promotes the society with an evidence base knowledge.
- According to Farell, (2009) he stated that engaging on professional practice, teachers could “assess their professional growth, develop and inform decision making skills, and become proactive and confident in their teaching” when utilizing computer device to access knowledge.
- Adequate number of computers devices should be made available in the classroom for participants residing within urban and rural areas;
- Curriculum planners should fix more time for computer class lessons; teachers should be trained on the application knowledge of computer device as an instructional tool, for effective teaching and learning situation through a reflective teaching practice approach.
- For adequate input effective and efficient utilization of the computer device in basic design teaching in Junior Secondary School of Enugu State, the process needs a high degree of interest and motivation in the teachers and the students with constant practice and observation of the experts.

Conclusion:

To achieve quality and effective use of computer utilization among teachers operating in Enugu State with the use of computer as an instructional material for teaching basic design in Junior Secondary Schools in Enugu State, Nigeria through reflective teaching practice approach. Inadequate and inconsistency use of computer device can reduce reality into abstract in teaching design concepts. However, generating concept design with computer assisted instruction will help students to develop high aptitude in imagination psychomotor activities and the use of computer as an instructional material in teaching which encourages students to go online for more ideas which makes lesson very interesting and easy to comprehend, thereby enhances teacher’s reflective teaching practice approach

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