EDUCATIONAL ATTAINMENT AND MARITAL STATUS OF SOCIAL STUDIES TEACHERS AS DETERMINANTS OF ICT SKILLS ACQUISITION IN AKWA IBOM STATE BASED UNIVERSITIES

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ABSTRACT

This study investigated educational attainment and marital status of social studies teachers as determinants of ICT skills acquisition in Akwa Ibom State based universities. The population of this study consisted of all academic staffofsocial studies in Akwa Ibom State based Universities such as University of Uyo and Akwa Ibom State University. The study adopted Expost Facto design while stratified random sampling technique was used in selecting the respondents. Data was obtained using a research questionnaire TEACHING STAFF STATUS AND I.C.T SKILLS ACQUISITION QUESTIONNAIRE (TSSICTSAQ)." Data obtained from respondents was analysed using descriptive statistics, while independent t-test analysis and ANOVA was used in testing the hypotheses. It was concluded that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their educational qualification. It was also specifically concluded that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their marital status. It was therefore recommended that a forum should be created where lecturers in the university interact with their patrons and identify their areas of need in the information seeking process.

KEY WORDS: Skill Acquisition, ICT, Moral Status of Social Studies Teachers

Introduction

The main purpose and relevance of university education in Nigeria is the provision of much needed man-power to accelerate the socio-economic development of the nation (Ibukun, 1997). The overview of University development in Nigeria is incomplete without unveiling the fundamental functions of the NUC in relation to academic planning system. National Universities Commission statutory is mandated to provide quality assurance for University Education in Nigeria with the mission to ensure orderly development of a well coordinated and productive University system that guarantees quality and relevant education for national development, and global competitiveness. Okojie (2007) posited that the NUC activities in improving quality of university education in the country include: Accreditation of courses, Approval of courses and programs and Maintenance of minimum academic standard.

Information and Communication Technologies (ICT) education is basically society's efforts to teach its current and emerging citizens valuable knowledge and skills around computing and communication devices, software that operates them, applications that run on

them and systems that are built with them. It is widely observed that people of various ranks embrace it differently. Among the teaching staff of the university, some acquire the skill while some do not see the importance of acquiring it. Adeogun (2003) emphasized that ICTs have broken the barriers of time, distance and location which used to impede the growth of formal education. Information and communication technologies have also had profound impact on the tasks and skills of teachers in both the pattern and quality of lecture delivery (Mogbo 2002).

Rapid development of ICTs has led to many changes in the responsibilities of the academics in tertiary institutions. Ramzan (2004) observes that expert systems, wireless networks, virtual collections, interactive web interfaces, virtual reference services, and personal web portals have brought changes since the start of the new millennium. Islam (2007) stated that the application of web-based information retrieval trends of researchers is ever increasing and the electronic material will eventually replace the traditional library. Despite these efforts, it was observed that many teachers have not fully adopted this knowledge so this justifies the need for this study on educational attainment and marital status of social studies teachers as determinants of ICT skills acquisition in Akwa Ibom State based Universities.

Statement of the Problem

The advances in electronic based information and communication technologies (ICTs) have rapidly transformed the social and economic conditions across the globe which has brought a great improvement in the educational sector. This has provided new tools for enhancing access to information and knowledge management as well as sharing. The internet which is one aspect of this transformation has made a dramatic impact on our society, particularly in the field of education. Yes, it is true that even though the aforementioned facilities are very useful in the work performed by the academic staff, in most cases these facilities are not readily made available for effective use. On the other hand, the facilities may be available but the academic staff do not have the needed skill to use these facilities in their work. When these barriers are there, the academic staff hardly perform and deliver as expected. Therefore this study seeks to demonstrate how ICT skills acquisition among academic staff of social studies in Akwa Ibom State based Universities is influenced by such teaching staff status as educational qualification and marital status.

Objective of the Study

The main objective of this study is to assess educational attainment and marital status of social studies teachers as determinants of ICT skills acquisition in Akwa Ibom State based universities, while the following are the specific objectives of the study:

1   To assess how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification.
2   To find out how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status.

Research Questions

The following research questions will be answered:

1   How do academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification?
2   How do academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status?

Research Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their educational qualification
2. There is no significant difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their marital status.

Literature Review

Educational qualification and ICT skill Acquisition

In Nigeria the need for well qualified teachers has gained pre-eminence because it is considered that teacher education is a means of not only providing teachers with the necessary skills and knowledge needed to adequately carry out their teaching jobs but also for professional growth (Osunde and Omoruyi, 2004). Teacher education is the process of training that deals with the art of acquiring professional competencies and professional growth. It is an essential exercise that enhances the skills of learning and teaching. Teacher education is designed to produce highly motivated, sensitive, conscientious and successful classroom teachers who will handle students effectively and professionally for better educational achievement (Ololube, 2005).

According to Amedeker (2005), inadequate teacher preparation programs results in majority of teachers' inability to demonstrate adequate knowledge and understanding of the structure, function and the development of their disciplines. Therefore, an effective teacher education program is a prerequisite for a reliant education which leads to a good level of confidence to both the teachers and their students as a result of which learning is coordinated effectively and professionally, and problems inherent in the teacher education rectified and solved (Lawal, 2003). Teacher education programs in Nigeria are under the supervision and control of governmental organizations. The National Commission for Colleges of Education (NCCE) has responsibility for teacher education in Nigeria with respect to Colleges of Education. While the universities are under the National Universities commission (NUC), as the Polytechnics are under the National Board for Vocational Colleges and Technical Education (NABTECH), of which 9 of the total number of Polytechnics run NCE programs (JAMB, 2006/2007; Mac and Ikemenjima, 2005).

Ololube, (2006) said that many Nigerian teachers have been unable to find effective ways to use technology in their classrooms or any other aspect of their teaching and learning life. The possible explanation for this lack of success by teachers is that the use of technology in the classroom has not been encouraging and teachers are not well trained in using ICTs in teaching as a means for educational sustainability, notwithstanding the specifications in the National Policy of Education by the Federal Government of Nigeria (2004). In a changing environment where most of the library services are ICT based, it is important for library professionals to be well informed and updated regarding developments in ICT. Nigeria as a nation came late and slowly into the use of ICT in all sectors of the nation's existence more especially in teacher education. This is as a result of chronic limitations brought about by economic disadvantages and government policies. These factors have direct consequences on the nation's educational development.

Fundamentally, the slow access to basic ICT equipments, low internet connectivity and computers, and the inadequacies in the use of audiovisual materials and equipments including films, slides, transparencies, projectors, globes, charts, maps, bulletin boards, plus programmed materials, information retrieval systems, and instructional television in teacher education programs are barriers to the effective and professional development of teachers in Nigeria (Ololube, 2006). Therefore, administrators and trainers need to make educational technology an

integral part of teaching and learning to provide a clear demonstration of how the use of instructional technology tools can address the personal and general concerns of teaching and learning in Nigeria.

Marital Status and ICT skill Acquisition

Studies indicate that the majority of internet users and hence online resources users, are single unmarried adults within the age bracket of between 13 to 30 years (Anunobi and Mbagwu, 2009; The Australian Bureau of Statistics, 2001-2005/2006; Amaeshi, Anyanwu and Oparaku, 2006). In the studies cited, the percentages of younger and older people that used the internet were significantly lower than that of the young adults. The general summary of the study of the use of the internet in Imo state shows that: a significantly greater number of single male and female adults use the internet more than their married counterparts; more middle aged females use the internet more than their male counterparts; the difference in the percentage of male and female internet users was not significant; a significant majority of internet users were unmarried and possessed the senior secondary school certificate as their highest educational qualification.

According to the World Bank (2002), knowledge is a critical determinant of competitiveness in the world economy and with the information revolution and increasing demands for a highly skilled workforce; nations must accord high priority to building the capacity to effectively utilize technology in education. The Bank emphasizes the critical importance of effectively utilizing new information and communication technologies (ICTs) to meet the growing need for a more sophisticated labor force, better management of information systems, and more effective contribution to poverty reduction around the world. While the developed nations, on one hand, are doing all they can to maintain their leadership position in constructive information usage, the developing nations, on the other hand, are trying all they can to bridge the prevailing digital divide (Halavatau, 2003). Online information constitutes one of the major global sources of information being tapped by nations and individuals. ICTs are the vehicles that are being used to harness online resources and they have so changed the world that, the world as it is now, could aptly be described as a 'global village' (Ajayi, 2008). The internet is the main driver of the information age and the knowledge society that is now the norm in advanced countries. The appropriate and effective use of the internet in the generation and communication of information has greatly speeded up the general development in advanced countries.

It is evident that despite the usefulness of online resources, some common problems still exist concerning how such resources are used by lecturers, in particular, and others in the academia, in general. In Nigeria, for example, many lecturers in the higher institutions of learning still depend solely on the use of the traditional methods to impart knowledge to their students. This lack of use of ICTs to impart knowledge to students by teachers is discovered to be due to the teachers themselves being illiterates, insofar as the use of the ICT is concerned (Ajayi, 2008). Training the faculty members the use of electronic resources should not be gender biased. Both single and married academic staff information professionals should be competent enough to participate in skill acquisition trainings organized for the faculty members and demonstrate proficiency in the use of the electronic resources subscribed to by the library. This will provide a platform for them to interact with the patrons and identify their areas of need in the information seeking process.

Winker reported that studies carried out in various contexts reach the unanimous conclusion that single men use the internet more frequently and for longer periods than married

women. Ikolo (2010)'s study on gender differences based on use of electronic resources revealed that the gender digital divide is manifested in the low number of female users of ICTs compared to men. But on the contrary, Ikolo and Okiy (2012) found that married females use internet more than males in their study on gender differences in computer literacy among medical students in selected Southern Nigerian universities.

METHODS

Research Design:

Expost Facto design will be used for the study because the phenomena for design studies have already occurred. It involves the investigation of relationship among variables. Hence this design is relevant to the study.

Study Area

The study area is Akwa Ibom State

Population of the study:

The population of the study will consist of all academic staffof Akwa Ibom State based Universities such as University of Uyo and Akwa Ibom State University. They are estimated to be 2532 in number.

Sampling and Sampling Technique:

The respondents for the study will consist of 600 academic staffof Akwa Ibom State based Universities (i.e. 400 from University of Uyo, 150 from Akwa Ibom State University and 50 from Obong University). These will be obtained through the stratified random sampling technique.

Instrumentation

The researcher has developed a research instrument tagged: "TEACHING STAFF STATUS AND I.C.T SKILLS ACQUISITION QUESTIONNAIRE (TSSICTSAQ)." The questionnaire is made up of two sections, sections A and B.

Validation of the research instruments

The instrument was designed by the researcher, vetted by the supervisors and a lecturer in test and measurement in the Faculty of education, University of Uyo, Uyo.

Reliability of the instruments

The test-retest reliability study was conducted with the use of forty (40) respondents who did not form part of the main study. The instrument was subjected to test re-test reliability study. This study was carried out in order to prove the level of reliability of the research instrument which was proved highly reliable with the reliability coefficients of 0.78 to 0.85.

Procedure for Collecting Data

A letter of introduction was written by the researcher. This letter was to introduce the researcher to the heads of the Schools for understanding and assistance. The questionnaire were issued and retrieved one week latter from each respondent. The exercise took about two weeks.

Method of Data analysis

The researcher subjected the data generated for this study to appropriate statistical techniques such as Independent t-test analysis and analysis of variance. The test for significance was done at 0.05 alpha levels. The result was considered significant if the calculated value was either equal to or greater than the critical value, but non-significant if less.

Results and Discussion

Research Question One

How do academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification? To answer the research question, descriptive analysis was performed on the data (see table 1)

Table 1
Descriptive statistics of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification.

Educational Qualifications	N	X̄	SD
Low	60	10.80**	0.75
Average	142	12.66	1.03
High	48	15.50*	1.13
Total	**250**	**24.04**	**2.04**

**Highest mean score
*Least mean score
Source: Field Survey

The above table 1 presents the descriptive statistics of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification. From the table, it was observed that 60(10.80) of the academic staff has low level of qualification on ICT skill, 142(12.66) of the staff were average qualifiers on ICT skill while 48(15.50) of the staff. The result therefore means that there is significant difference of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their educational qualification.

Research Question Two

How do academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status? To answer the research question, descriptive analysis was performed on the data (see table 2)

Table 2
Descriptive statistics of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status.

Marital Status	N	X̄	SD
Married	155	13.85	1.41
Unmarried	95	10.99	0.71
Total	**250**	**24.84**	**2.12**

**Highest mean score
* Least mean score
Source: Field Survey

The above table 2 presents the descriptive statistics of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status. From the table, it was observed that 155(13.85 means score) of the staff were married while 95(10.99 mean score) of the staff were unmarried. The result therefore means that there is significant

difference of how academic staff of Akwa Ibom State based Universities differ in ICT skill acquisition based on their marital status.

Hypotheses Testing

Hypothesis One

The null hypothesis states that there is no significant difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their educational qualification.

In order to test the hypothesis, two variables were identified as follows:-

1.   Educational qualifications as the independent variable
2.   ICT skill acquisition as the dependent variable.

One-way analysis of variance was used to analyze the data in order to determine the difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their educational qualification (See Table 3).

Table 3

One-way analysis of variance of the difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their educational qualification.

Groups	N	$\overline{X}$	SD
Low	60	10.80	0.75
Average	142	12.66	1.03
High	48	15.50	1.13
Total	**250**	**12.76**	**1.83**

Source of variance	SS	Df	Ms	F
Between group	592.23	2	296.11	71.09*
Within group	243.38	247	0.99	
Total	**835.60**	**249**		

*significant at 0.05 level; df = 2 & 247, Critical F-value = 2.99

Table 3 Shows that the calculated F-value of (2.99) was obtained after testing for significance at 0.05 alpha level with 2 & 247 degrees of freedom. The calculated F-value (71.09) was greater than the table F-value (2.99), hence, the result was significant, and this means that ICT skill acquisition by academic staff of Akwa Ibom State based Universities is significantly influenced by their educational qualifications. The significance of the result caused post hoc test to be prepared in order to reveal the independent groups between which the significant difference lied. From the result it was revealed that the significant difference lied among most of the independent groups with the least significant difference (-2.84) lying between High and Low.

The highest significant difference (4.70) lied between Low and Average (See the LSD in the multiple comparisons test in table 4 below).

Table 4

Least significance difference of the difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their educational qualification.

LOW	AVERAGE	-1.867*
	HIGH	-4.70*
AVERAGE	LOW	1.86*
	HIGH	-2.84*
HIGH	LOW	4.70*
	AVERAGE	2.84*
LOW	AVERAGE	-1.86*
	HIGH	-4.70*
AVERAGE	LOW	1.86*
	HIGH	-2.84*
HIGH	LOW	4.70*
	AVERAGE	2.84*

* The mean difference is significant at the .05 level.

Hypothesis Two

The null hypothesis states that there is no significant difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their marital status.

In order to test the hypothesis, two variables were identified as follows:-

1.   Marital Status as the independent variable
2.   ICT skill acquisition as the dependent variable.

Independent t-test analysis was used to analyze the data in order to determine the difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their marital status. (See table 5).

Table 5

Independent t-test analysis of the difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their marital status.

Variable	N	$\overline{X}$	SD	t
Married	155	13.85	1.41	
				18.31*
Unmarried	95	10.99	0.71	

*Significant at 0.05 level; df = 248; N= 250 ; critical t-value 1.960

Table 5 presents the obtained t-test-value (18.31). This value was tested for significance by comparing it with the critical t-value (1.960) at 0.05 level with 248 degree of freedom. The obtained t-value (18.31) was greater than the critical t-value (1.960). Hence, the result was significant. The result means that there is significant difference in ICT skill acquisition by academic staff of Akwa Ibom State based Universities based on their marital status.

Discussion of Findings

The result of the data analysis in table 3 was significant due to the fact that the obtained F-value (71.09) was greater than the table F-value (2.99) at 0.05 level with 2 & 247 degree of freedom. The result implies that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their educational qualification. The result therefore was in agreement with the findings of Adeogun (2003) who emphasized that ICTs have broken the barriers of time, distance and location which used to impede the growth of formal education. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

The result of the data analysis in table 5 was significant due to the fact that the obtained t-value (18.31) was greater than the critical t-value (1.960) at 0.05 level with 284 degree of freedom. The result implies that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their marital status. The result therefore was in agreement with the findings of Ramzan (2004) who observed that expert systems, wireless networks, virtual collections, interactive web interfaces, virtual reference services, and personal web portals have brought changes since the start of the new millennium. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

Conclusion

Based on the findings of the research work, it was deemed necessary to conclude that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their educational qualification. It was also specifically concluded that there is significant difference in ICT skill acquisition of academic staff of Akwa Ibom State based Universities based on their marital status.

Recommendation

1. Information and Communication technologies (ICTs) should be inculcated in the university so as to impact students with the knowledge and skills they need in this 21st century.
2. Both single and married academic staff information professionals should participate in skill acquisition trainings organized for the faculty members and demonstrate proficiency in the use of the electronic resources subscribed to by the university.
3. A forum should be created where lecturers in the university interact with their patrons and identify their areas of need in the information seeking process.

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