
ASSESSMENT OF THE INFLUENCE OF EDUCATIONAL QUALIFICATION ON ICT SKILLS ACQUISITION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

The aim of this study was to demine the influence of education qualification on ICT skills acquisition among secondary school teachers. A survey research design was adopted for the study. This study was carried out in some selected secondary schools within Uyo Local Government Area of Akwa Ibom State The population of the study consisted of all the newly recruited teachers in all public secondary schools selected for all this study within Uyo Local Government Area. A simple random sampling technique was used to select one hundred and ninety-five (195) teachers selected across the entire Local Government Area. This gave a total of 195 respondents used for the study. The instrument used in this study for data collection was a questionnaire titled "Demographic Variable and ICT Skills Acquisition among Teachers Questionnaire (DVICTSATQ)". Face and content validation of the instrument was carried out by an expert from University of Uyo in testing, measurement, and evaluation to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability of the instrument was obtained by using test-retest method. The data collected from the survey were organized and analyzed, the research questions were answered using the mean (\bar{x}), while the independent Chi-square (χ^2) was used in testing the null hypotheses. The test for significance was done at 0.05 alpha levels. Based on the above findings, it was concluded that educational qualification had significant influence on skills ICT acquisition by teachers in secondary schools in Uyo Local Government Area. This further means teachers' educational qualification reveals a positive impact on the issue of ICT skills acquisition and utilization among teachers in secondary schools. The recommendation made was that teachers should be exposed to the benefits of ICT skills acquisition and utilization through training and retraining to be acquainted with modern trend in teaching/learning.

KEYWORDS: Education qualification, ICT skills acquisition, Secondary school teachers, and Uyo Local Government Area

Introduction

The world's major invention of the 21st century is information and communication technology (ICT). Information and communication technology is a global approach to making information dissemination and retrieval accurate, fast, easy, and available. Thus, its importance in improving the communication system and teaching process cannot be over-emphasized. ICT plays a vital role in the concept of skill acquisition, and that is why every sector of human endeavour is interested in the application of computers in the working of such an activity.

According to Adomi and Kpanban (2010), the presence of ICT in the educational sector is the best thing that has happened to the teaching and learning process of the century. ICT is used in schools by the teachers and the students to ease the teaching-learning process. Hags (1998) stated that teaching is made significantly more effective and efficient courtesy of ICT innovation. On the other hand, teachers occupy the most critical position in the educational process of any society. They are saddled with the responsibility of translating curriculum content into reality. Without teachers, the concept of education is a nullity in any society. The school is central to the success of education besides the curriculum.

The school system consists of the learning environment facilities, students, and the teachers who perform the teaching functions in the school environment. Most of the modern school environments are ICT compliant and scientific in their approach towards teaching. This is why the need to acquire skills in ICT is imperative for teachers in secondary schools. However, it has been observed that many teachers in secondary schools are yet to fully understand the significance of ICT in education (Oluwere, 2009).

Statement of the Problem

The impact of ICT on every element of human life is what is driving the world we live in today. The Federal Government of Nigeria has ordered that computer instruction be incorporated into the academic programme beginning in primary school for this reason. The government, through its various agencies, has organised some intervention programmes to upgrade the teachers in the acquisition of the basic computer skills in order to contribute to an effective teaching and learning process, despite the recent observation revealing low ICT skills acquisition among the teachers. Therefore, the study's objective is to assess the current situation by empirically determining the influence of education qualification on teachers' acquisition of ICT skills in secondary schools in the city of Uyo.



Purpose of the study

The study sought to demine the influence of educational qualification on ICT skills acquisition among secondary school teachers. In specific term, the study aimed at determining:

- ◆ The influence of educational qualification on ICT skills acquisition among secondary school teachers.

Research Question

The following research question was stated to guide the study.

- ◆ How does educational qualification influence ICT skills acquisition among secondary schools' teachers?

Hypothesis

The following hypothesis was formulated to guide the study;

- ◆ There is no significant influence of educational qualification on ICT skills acquisition among secondary schools' teachers.

Literature Review

Teachers' Education Qualification and ICT Skills Acquisition

Another focus of the study is the teachers' educational qualifications and ICT skills acquisition. Bello (1981) emphasised that teachers must undergo training that will make them technically competent to handle the complex nature

of human beings and be able to teach effectively. It is then necessary that people who are employed to teach in schools be professional in their attitude and skills, including ICT, to cope with the present educational trend. Opeala (1984) affirmed that a teacher must be qualified to teach. Qualification in this context refers to having received training backed up by a certificate in teaching such as NCE, B.ED, PGDE, M.ED, and P.HD. Opeala (1984) further emphasised that the distinguishing characteristics of professional teachers are that they are trained to impact knowledge and mould the character of learners. The Federal Republic of Nigeria (FRN) (2004) emphasised that all teachers in educational institutions from primary to university must be professionally trained to ensure quality. The current policy involves the teachers also acquiring skills in ICT to expose them to different methods and techniques courtesy of the facilities on the internet.

Ebong (1995) observes that there is always a need for training and retraining of teachers to create an awareness of the problem posed by the profession and to improve the level of competence demanded in the system to solve the problem. Walder (1970) argues that staff development is the preparation of an employee so that he can move with the organisation as it develops,



changes, and grows. Staff development programs, according to Ukeje and Nku (1992), are designed to assist teachers in continually improving their quality by assisting them in seeing themselves, the school curriculum, ICT skill acquisition, and the student in the light of new knowledge and new skills that enter the society. Consequently, the new societal demands and expectations on the school system are high now in ICT areas. Teachers are developed to attain a certain standard to be able to deliver a quality teaching service to the children through the benefits offered by ICT skills.

Methodology

A survey research design was adopted for the study. This study was carried out in some selected secondary schools within Uyo Local Government Area of Akwa Ibom State. The population of the study consisted of all the newly recruited teachers in all public secondary schools selected for this study within Uyo Local Government Area. A simple random sampling technique was used to select one hundred and ninety-five (195) teachers selected across the entire Local

Government Area. This gave a total of 195 respondents used for the study. The instrument used in this study for data collection was a questionnaire titled "Demographic Variable and ICT Skills Acquisition among Teachers Questionnaire (DVICTSATQ)". Face and content validation of the instrument was carried out by an expert from the University of Uyo in testing, measurement, and evaluation to ensure that the instrument has the accuracy, appropriateness, and completeness for the study under consideration. The reliability of the instrument was obtained by using the test-retest method. The survey data was organised and analyzed, and the research question was answered using the mean (\bar{x}), while the independent Chi-square (χ^2) was used to test the null hypothesis. The test for significance was done at 0.05 alpha levels.

Results/Data Analysis

Research Question

How does educational qualification influence ICT skills acquisition among secondary schools' teachers?



Table 1: Respondents' Opinion on the Influence of Educational Qualification on ICT Skills Acquisition by Teachers in Uyo.

S/N	ITEMS	N	TOTAL	X	REMARKS
1	No certificate can be a barrier to skills acquisition on ICT	86	309	3.6	Accepted
2	Some certificates can help to enhance speedy acquisition of ICT skills	86	286	3.3	Accepted
3	Every certificate is accepted for training on ICT skills acquisition	86	270	3.1	Accepted
4	An ICT skills training does not select educational qualification	86	320	3.7	Accepted
5	Teachers with higher qualification have advantage over others in ICT skills training	86	302	3.0	Accepted

In table 1, the respondents accepted all the items numbered 11-15. This shows that there is an influence of educational qualification on ICT skills acquisition by teachers in secondary schools Uyo. This is determined through the rating scale of 2.5 as cut off point.

Hypothesis Testing

There is no significant influence of educational qualification on ICT skills acquisition among secondary school teachers.

Table 2: Chi-square analysis of influence of educational qualification on ICT skills acquisition among secondary school teachers

S/N	ITEMS	SA	A	D	SD	TOTAL	X ²
1	No certificate can be barrier to skills acquisition on ICT	68	5	9	4	86	9.98
2	Some certificates can help to enhance speedy acquisition of ICT skills	56	10	12	8	86	7.3
3	Every certificate is accepted for training on ICT skills acquisition.	40	20	24	2	86	14.87
4	An ICT skills training does not selects educational qualification	70	9	6	1	86	11.86
5	Teachers with higher qualification have advantage over others in ICT skills training	42	20	22	2	86	11.54
TOTAL		276	64	73	17	430	11.54

The calculated chi-square (χ^2) = 55.55

Degree of freedom (DF) = 12

Critical value of 0.05 for χ^2 at 12 degree of freedom = 21.03

Since the χ^2 calculated value of 55.55 is greater than the critical value of 21.03 at 0.05 level of significance, the result of finding therefore shows that there is significant influence of educational qualification on ICT skills acquisition by teachers in secondary schools in Uyo.

Discussion of Findings

The analysis of the data on teachers' educational qualification and ICT skills acquisition by teachers in secondary schools in Uyo reveals that there is a significant influence of educational qualification on ICT skills acquisition by teachers. This implies that educational qualifications can greatly assist any teacher in acquiring ICT skills. ICT skills acquisition is a knowledge-demanding exercise, and therefore, teachers with good educational qualifications should be encouraged to go into ICT training to help them handle their profession well. The result of the study is supported by an earlier study by Opeala (1984) that found a teacher must be qualified to teach. Qualification, according to him, is training on the ethics of the profession together with the necessary skills backed up by certificates. He further stated that teachers in educational intuitions from primary school to university education should be professionally trained to ensure quality.

Conclusion

Based on the findings, it was concluded that educational qualification had a significant influence on the acquisition of ICT skills by secondary school teachers in the Uyo Local Government Area. This further means teachers' educational qualifications reveal a positive impact on the issue of ICT skills acquisition and utilisation among teachers in secondary schools.

Recommendations

1. Teachers should be exposed to the benefits of ICT skills acquisition and utilization through training and retraining to be acquainted with modern trend in teaching/learning.
2. ICT training should not be limited to highly educated teachers alone but also to the lowly educated ones.



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