

Lecturers' Digital Literacy and Academic Goals Achievement of Plateau State Tertiary Institutions, Nigeria

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Date Received: February 24, 2015; Date Revised: April 6, 2015

Abstract- *This study investigated the relationship between lecturer literacy and academic goals achievement of Plateau State tertiary institutions. A descriptive survey of correlation type was adopted for the study. Four hypotheses were generated for the study. The instrument tagged "Digital Literacy for Academic Goals Achievement Questionnaire" (DLGAQ) was used for the data collection and was validated by the expert. Split-half reliability method was used to test the reliability of the instrument. The result was correlated using spearman Ranking Order Statistics at .05 significance level. The reliability index of .62 showed that the instrument was reliable. Two hundred respondents were selected from the six Plateau State-owned tertiary institutions. The respondents include Heads of departments, directors, senior lecturers, selected final years students. The research hypotheses were tested using Pearson product Moment correlation statistics at .05 significance level. The result however showed that all the null hypotheses were rejected. It, therefore, means that low positive significant relationship goals achievement of Plateau State tertiary institutions. It was however recommended that there should be adequate sponsorship for the digital literacy and appreciation conferences both at the global and national level in order to develop lecturers capacity building on digital literacy skills in the interest of enhancing academic goals achievement at the various institutions in Plateau State Nigeria.*

INTRODUCTION

In the recent time educational provision to the citizens had been acknowledged as the basic tool for the national transformation and development. Also, quality education is regarded as one of the instruments that integrates individuals into the global society. No wonder that Alabi (2011) stated that any country that toy with educational provision to her citizens, such

country will never be ranked high among the developed nations at the global level. However every country takes educational provision to their citizens as one of the major priority for their development. As Ojedel (2000) rightly put that illiteracy is the bane of national productivity and development. The author stated that any nation where there is mass illiteracy among her dwelling population such nation will not be respected and will be relegated low socially and economically at the global level. Federal Republic of Nigeria (2009) also recognized the importance of education to socio-economic development of her country to extent that the three tiers of government had made necessary provisions for the provision of quality education to her citizens. Such revisions are recognition of early childhood education, primary secondary and tertiary educational programmes. The main purpose is to provide quality education that will serve as international prestige for the country. Also, in each of the educational sector, the need for computer literacy appreciation and development was also advocated so that every citizen will be computer literate and be able to meet up with the global computer age challenges.

It should be noted that tertiary institutions are established for the purpose of teaching, research and community services. To achieve these purpose demand computer literacy among the lecturers, students and every member or the school community. According to Etejere and Ogundele (2008) computer literacy and compliance to information and communication technology usage will aid effective teaching-learning process in the school system and goals achievement will be made easy. Digital literacy can be defined as the individual's ability to make use of available computer technology and communication devices, social media with the global environment and utilize them effectively in all their daily socio-economic activities and tasks. When there is digital mass literacy in any institutions

individuals in such an institutions will be able to evaluate save and integrate necessary information relating to the teaching research and community services and the availability of mass digital literacy will aid effective students academic performance in the society (Bell & Shank (2008).

In Plateau State tertiary institutions the integration of digital activities into their activities had become popularized. This is because virtually all the institutions had been making use of digital library mobile phone digital information, digital connectivity, electronic system of activities like e-library, e-examination, e-mail, e-records, on-line publications e-experiment, e-banking, e-registrations, local access memory, world access memory, social networking and media usages for information and communication system. All which will become difficult without adequate digital knowledgeability and appreciation.

However, the problems of this study is to find out the availability of digital technology, utilization, acquisition of the literacy skills and appreciation and how the influence effective academic goals achievement variables like teaching, research publication, record keeping and community services especially in Plateau State tertiary institutions in Nigeria.

STATEMENT OF THE PROBLEM

Because digital literacy had been appreciated at the global level. The existence of digital literacy in any nation will aid interconnectivity, effective information and electronic transformation and electronic transformation system will become easy and the whole world will be within a global community. However, the problems which this study investigated are the influence of digital literacy on library information, e-learning and social medias on the academic goals achievement variables like teaching research publications, community services and students academic performance in Plateau State tertiary institutions, Nigeria.

PURPOSE OF THE STUDY

The main purpose of this study is to examine the influence of digital literacy on the academic goals achievement of Plateau State tertiary institutions. Specifically the study aimed at finding out the level of digital literacy in the plateau state tertiary institutions; availability of digital technology for literacy acquisition; appreciation of digital usage at the institutions; and influence on the academic goals achievement of the plateau state tertiary institutions.

HYPOTHESES

The following research hypotheses were generated to guide the study

HO₁: There is no significant relationship between lecturers' literacy and academic goals achievement of Plateau State tertiary institutions

HO₂: There is no significant relationship between digital technology availability and academic goals achievement of Plateau State tertiary institutions.

HO₃: There is no significant relationship between lecturer digital literacy technology usage and academic goals achievement of Plateau State tertiary institutions

HO₄: There is no significant relationship between lecturers' digital appreciation and academic goals achievement of Plateau State tertiary institutions

METHOD

The research designed for this study was a descriptive research survey of a correlation type. There are four research questions and four research hypotheses for the study. The instrument for the data collection was a self-researcher designed type tagged "Digital Literacy for Academic goals Achievement Questionnaire (DLGAQ). The instrument contained statements items and were structurally validated by the experts in computer education and educational management. Split-half reliability method was used to test the reliability index of the instrument. The reliability data collected were subjected to spearman ranking order statistics at .05 significance level. The reliability index of .62 showed that the instruments are highly reliable for use. Stratified random sampling technique was used to select two hundred respondents from the four out of six tertiary institutions in the state. The two hundred selected for the respondents include all heads of departments, directors or ICT centres, senior lecturers and the selected final year students from those institutions. The instruments were personally administered to the respondents by the researcher. All the hypotheses were tested using Pearson product moment correlation statistics at .05 significance level.

RESULTS AND DISCUSSION

Table 1. Lecturers' Digital Literacy and Academic Goals Achievement of Plateau State Tertiary Institutions

Variables	\bar{X}	sd	df	r-value	Decision
Lecturers digital literacy	72.31	32.86	199	.36	HO ₁ rejected
Academic goals achievement	26.38	19.44			

Critical r-value = 0.196

Table 1 shows that the calculated p-value of .36 is greater than the critical r-value of .196 at the degree of freedom of 199 and tested at .05 significance level hence, the null hypothesis which stated that there is no significant relationship between lecturers' digital literacy and academic goals achievement of Plateau State tertiary institution is rejected.

The result showed that low significant relationship exist the lecturers' digital literacy and academic goals achievement variables. It however indicated that there is low digital literacy among the lecturers in Plateau Sate tertiary institutions. The evident is shown on the fact that the lecturers still use black or chalkboard for their teaching, the students write paper-pencil examinations, the assignment are submitted using hardcopy papers. Many still write and submit their research publication through hard copies postings, their that are digital literate did not use online publications and effective use of social media did not get rooted in the institutions. The study showed that the lecturer digital literacy have low influence on the academic goals achievement in Plateau State tertiary institutions. The reason has has been that the institution management did not enforce digital usage in their institutions. However, despite the low usage, the work still progress the result is in line with the findings of Sofoluwe (2007) many lecturers still make use of local communication and information channel to disseminate necessary messages among the members of the school community instead by using modern digital information system like electronic information system such as mobile set social media etc. However, the low-level digital usage only allows the institution to make use of digital system for registration examination payment, banking system all which aid low effective goals achievement.

Table 2. Digital Availability and Academic Goals Achievement

Variable	\bar{X}	Sd	df	r-value	Decision
Digital technology availability	82.11	32.47	199	.43	HO ₂ Rejected
Academic goals achievement	26.38	19.44			

Critical r-value = 0.195

Table 2 shows that the calculated r-value of .43 is greater than the critical r-value of .195 at the degree of freedom of 199 and tested at .05 significance level.

Hence the null hypotheses which stated that there is no significant relationship between digital technology availability and academic goals achievement of tertiary institution in Plateau State is however rejected. It means that low posture significant relationship existed between the availability of digital technology and academic goals achievement in the institutions. The result showed that despite the fact that the digital technologies like internets facilities, social media electronic information system, mobile technology etc are readily provided in the institutions. It should be noted that most of the lecturers did not make use of digital facilities for their teaching and research publications. Instead the institutions prioritized the use of digital technology for online payment, examinations and registration of students. The lecturers, therefore, have to g to the local cyber-café for their digital transactions. The digital literacy in the institutions has low significant impacts on goals achievement. The result was in line with the opinion of Ogundele and Etejere (2013) which stated that the availability of information and communication technology will go a long way in exposing both the students and teachers to the global digital usage and they will be able to appreciate computer usages in all their daily and regular activities. However, digital technology availability encourages lecturers' digital literacy which aid academic goals achievement in Plateau State tertiary institutions.

Table 3: Lecturers' digital technology usage and academic goals achievement of Plateau State tertiary institutions

Variables	\bar{X}	Sd	df	r-value	Decision
Lecturers' digital technology usage	42.43	22.36	199	.37	HO ₃ Rejected
Academic goals achievement	26.38	19.44			

Critical r-value = 0.195

Table 3 shows that the calculated r-value of .37 is greater than the critical r-value of .195 at the degree of freedom of 199 and tested at .05 significance level. However, the null hypothesis which stated that there is no significant relationship between lecturers' digital technology usage and academic goals achievement in Plateau State tertiary institutions is rejected. The result indicates that lecturers' digital technology usage have low significant relationship with the academic goals achievement in area of teaching, research conducts and

the community services. The reason has been that there is little or no computer technical know-how to help in the installation and maintenance of the few computers that can be used for digital activities in Plateau state tertiary institutions. The result is supported by Stone, Kpeel and Etong (2012) which stated that the lecturers have not been putting the available digital technology like power points, computer boards, close circuit television and radio facilities into effective use in the institution, instead majority of the lecturers still use hard copy materials instead of soft copies in their teaching paper presentation, many do not get opportunity of getting access to the available power points, e-learning were not exposed to in various institutions. However, the usage of the available digital technology gives low significant impacts on the academic goals achievement in the Plateau State tertiary institutions.

Table 4: Lecturers' digital appreciation and academic goals achievement of Plateau State tertiary institutions

Variables	\bar{X}	Sd	df	r-value	Decision
Lecturers' digital appreciation	66.32	22.25.31	199	.64	HO ₃ Rejected
Academic goals achievement	26.38	19.44			

Critical r-value = 0.195

Table 4 shows that the calculated r-value of .64 is greater than critical r-value of .195 at the degree of freedom of 199 and tested at .05 significance level. Hence the null hypothesis which stated that there is no significant relationship between lecturers' digital appreciation and academic goals achievement of Plateau State tertiary institutions is therefore rejected. The result is however shared that high positive significant relationship existed between lecturers' digital appreciation and goals achievement of Plateau State tertiary institutions. It was however indicated the lecturers to their institution digital technology for power point paper presentation, online publications CCTV, internet facilities and another electronic information system, the lecturers' still involve themselves in the online publications, they respond to call for papers online, they send and receive assignments online and as well make use of social media to interact with reach others through sending bulk messages. This shows that the lecturers appreciate the digital usages. The result was supported Rogers and Thomas (2005) which opined

that it is essential for the stakeholders in education to appreciate digital usage in all their instructional activities in order to meet up with the global challenges. Effective appreciation of digital usage in the various institutions will surely aid effective academic goals achievement especially on word processing, excel.

CONCLUSION

Based on the analysis of the data collected in relation to the influence of lecturers' digital literacy on the academic goals achievement of Plateau State tertiary institutions, it could be concluded that low positive significant relationship existed between lecturers' level of digital literacy, the availability and usage of digital technology on the academic goals achievement variables like teaching, research publication and community services of Plateau State tertiary institutions.

RECOMMENDATIONS

Computer literacy should be one of the benchmarks for the lecturers' appointment: the council members should make computer literacy one of the yardsticks for considering lecturers appointment at the interview level. Digital education should be integrated into higher education curriculum. There should be course in the school system whereby both the teachers and students will be exposed to issues in computer education like digital training, social networking programming of instructions and all those programme that will make digital usage effective in the school system.

All research paper should be presented using power points, online and internet methods. Online presentation should be encouraged. Radio and television stations should be established in every institution. Lecturers should adopt the use of social media, e-learning, computer based test and information technology for their teaching-learning processes. The assignments should be collected and received using e-mails or social media like facebook, LinkedIn, YouTube, 2go, outlooks etc. Centre for digital resources should be established in all the institutions where digital technology will be installed. Such as computer board, Local Access Memory, internet facilities, electronic information system, video powerpoint transparency, intercom, computer sets etc all facilities which will aid effective digital usage in the tertiary institutions.

E-learning facilities should be adequately installed in every classroom to facilitate effective teaching-learning process in the school system.

Finally, for effective digital usage to be enhanced all the institution libraries should install e-library

packages which will help in uploading and downloading all lecturers' publications and profiles and exposed to online publication and discussion. The institutional library service will aid effective digital literacy and usage for research publication, teachings and community services especially in Plateau State tertiary institutions.

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