

# USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AS A CORRELATE OF STAFF JOB PERFORMANCE IN PUBLIC TERTIARY INSTITUTIONS IN BENUE STATE, NIGERIA

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## **Abstract**

*This study investigated the use of information and Communication Technology as a correlate of staff job performance in public tertiary institutions in Benue State, Nigeria. Two research questions guided the study. The study tested two hypotheses. The design of the study was a correlational design. The population of the study consisted of 8321 academic and administrative staff in 7 public tertiary institutions in Benue State. The study used judgmental random sampling technique to sample 203 respondents from seven public tertiary institutions in Benue State. The instrument for data collection was questionnaire which consisted of 10 items. The instrument was validated by two experts in educational management in Benue State University, Makurdi. A reliability coefficient of 0.87 was obtained using Cronbach Alpha statistic. Mean scores and Standard Deviation were used to answer research questions with a mean score cut-off point of 2.50. Pearson Moment Product Correlation was used to test hypotheses at 0.05 level of significance. Findings of the study showed that use of ICT facilities has significant correlation with instructional delivery and records keeping in public tertiary institutions in Benue State. The study concluded that use of ICT facilities has significant positive correlation with staff job performance in public tertiary institutions in Benue State. The paper recommended that public tertiary institutions administrators should ensure adequate provision of ICT facilities and their functionality and academic staff should be encouraged to use ICT facilities for effective instructional delivery as well as quality records keeping in public tertiary institutions.*

**Keywords:** ICT, instructional delivery, records keeping, job performance

## **Introduction**

Staff job performance has continued to receive considerable attention globally. Organizations often seek for better ways of improving staff job performance to achieve organizational effectiveness. In tertiary institutions of learning, job performance is valued because it is a mark of quality tertiary education. However, staff job performance seems to be declining in many tertiary institutions especially in Nigeria and Benue State in particular. In most of the tertiary institutions in Benue State, staff seem to exhibit poor attitude to work such as negligence of duty, late coming and absenteeism while others tend to neglect the use of use of Information and Communication Technology (ICT) facilities. These seem to be affecting staff job performance in tertiary institutions in Benue State.

Tertiary institutions are higher institutions of learning in Nigeria aimed at producing high level manpower to cater for various sectors of the country's economy. It is expected that the higher institutions should contribute to national development by intensifying and diversifying their programmes for the development of high manpower needs of the nation and making professional course contents to reflect our national regiments (FRN, 2013). These objectives could be achieved through effective teaching, research and other allied academic and administrative activities. Today there are changes in organizational practices following the emergence of ICT. Most organizations have shifted from the traditional way of performing certain functions to the modern way of ICT. However, it appears that tertiary institutions in Benue State have not been fully appreciated the value of the opportunities brought by ICT and are still neglecting the use of ICT.

ICT is a network which offers a steadily expanding range of new services that may have major economic consequences for the standardization of information in tertiary institutions (Ebuara, 2013). It is a computer-based tool used by organization's personnel in the processing of their information and communication needs. It encompasses the computer hardware and software, the network and several other devices like audio, video, photography and camera that convert information into common digital form (Undeshi, 2011). Staff use of ICT facilities appears to repositioned technology driven services to a central role as an educational tool. Practically, ICT seems to correlate with staff job performance in tertiary institutions to streamline operations, monitor performance and improve staff skills in the use of physical resources and other ICT accessories such as computer, mobile phones, internet, connectivity, software, hardware, video and projectors (Ubogu, 2013).

Interestingly, tertiary institutions all over the world are rapidly incorporating ICT to enhance staff job performance (Akpan, 2014). Staff job performance involves all the activities carried out by staff to achieve the desired outcome on students in tertiary institutions. It involves the extent to which the staff participate in the overall running of the school in order to achieve the expected objectives and goals of the school. In other words, performance is the accomplishment of school goals. Staff in tertiary institutions have various job to perform and these range from teaching, research and publication, marking of tests and examinations, attending meetings, supervising students' research activities, supporting students through advisory roles, attending conferences, record keeping, processing students' admissions, attending to correspondences and so on.

ICT seems to make staff job performance easy and fascinating. With the use of ICT, staff may be able to take informed decisions, communicate and collaborate with other staff

and this may enhance their job performance. According to Ubogu (2012) for staff to meet up with the demand of their jobs, they need to use ICT tools to be more effective and efficient. It is however unfortunate that in many tertiary institutions there is lack of ICT facilities, even the available ones some are neither functional nor in good condition. The problem of poor power supply to support the use of ICT, lack of ICT skills among staff as well as fear of change makes some staff to neglect the use of ICT. All these have been affecting staff job performance in many tertiary institutions in Benue State, Nigeria especially in the area of instructional delivery and records keeping.

One basic truth is that ICT may enhance staff job performance especially academic staff in the area of teaching and learning. It may contribute in improvising and making learning more practical to students in the classroom. Many learning activities may be made available for students through the use of ICT facilities such as projectors, computers, television, radio and mobile phone. According to Osakwe (2012), technology has great potential to provide new kinds of instructional opportunities and to enhance the knowledge and learning experiences of both the teachers and students. Today, innovations in classroom instruction are springing up across the schools and this has continued to play down the democratizing imperatives of "giving voice" to the students, asserting a singular top-down authority in the classroom (Nwezeh, 2010). This is attributed to the use of ICT, which continues to shape curriculum to reflect the realities of staff job performance.

In another dimension, ICT may correlate with staff job performance through records keeping. Records keeping refer to an organized keeping and maintaining of information for evidence purpose in pursuance of legal obligation or transaction of business (Bua, 2013). Managing tertiary institutions system could be a difficult task in view of its complex nature. As the societal demands and needs keep on changing, the educational system is embracing innovations. Worldwide technological development has affected all areas of administration in education; tertiary institution administrators have now discovered that the traditional methods of records keeping which involve carrying files all about are not appropriate to handle the accelerating changes (Amaechina, Chukwuemeka-Okolo & Ekor, 2013). The application of computer gadgets in the tertiary institutions tends to improve staff performance in the area of records keeping in Nigerian tertiary institutions (Ubogu, 2013). Most problems associated with records keeping through human natural efforts seem to be eased with the introduction of ICT facilities such as computers, e-mail, internet and world-wide web (www), including digital libraries, computer database and data processing mechanisms, CD-ROM and DVD (Nwaomah, 2015).

ICT seems to have immensely correlates with staff job performance in tertiary institutions. But looking at the use of ICT in the Nigerian tertiary institutions especially in Benue State it is perceived that staff do not make effective use of ICT especially in the area of teaching and records keeping. If staff job performance in tertiary institutions is to be enhanced it need to keep pace with the global revolution of information and communication technology (ICT).

### **Statement of the Problem**

Despite the fact that several attempts have been made by the tertiary institutions in Benue State by providing ICT facilities, encouraging staff to acquire knowledge of ICT and its management, yet staff output in areas such as classroom instructional delivery and records keeping are perceived to be very poor. Many staff especially academic staff go to the

classroom to delivery instruction with poorly prepared lesson notes, some do not even make use of ICT facilities like computers and projectors to enhance their instructional delivery. Worst still most of the staff do not use ICT facilities for records keeping they still depend on the traditional way of paper and pen as well as manual filling. Often time there are series of complains about missing records and this is attributed to lack of use of ICT facilities.

It is worrisome that this state of affairs may have some negative correlation with staff job performance. It could be that in the face of globalization, not much progress has been made in the use of ICT and its correlation with staff job performance may be largely negative. It is based on these worrisome scenarios that this study sought to investigate the use of information and communication technology (ICT) as a correlate of staff job performance in tertiary institutions in Benue State, Nigeria. The problem of this study therefore is: How does the use of ICT facilities correlate with staff job performance in public tertiary institutions in Benue State, Nigeria?

### **Purpose of the Study**

The purpose of the study was to investigate the use of information and communication technology (ICT) as a correlate of staff job performance in public tertiary institutions in Benue State, Nigeria. Specifically, the study sought to:

1. examine the correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria.
2. ascertain the correlation between use of ICT facilities and records keeping in public tertiary institutions.

### **Research Questions**

The following research questions guided the study.

1. What is the correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria?
2. What is the correlation between use of ICT facilities and records keeping in public tertiary institutions?

### **Hypotheses**

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria.
2. There is no significant correlation between use of ICT facilities and records keeping in public tertiary institutions.

### **Research Method**

This study adopted correlation survey research designed. The population of the study consisted of all the administrative and academic staff of 7 public higher institutions in Benue State. 203 respondents were randomly selected from 7 public higher institutions in Benue State using judgmental random sampling technique. The instrument for data collection was a self-structured questionnaire titled "Information and Communication Technology and Job Performance in Tertiary Institutions Questionnaire (ICTJTIQ)". The instrument was validated by two experts in Educational Management in Benue State University, Makurdi. The questionnaire was trial tested on 35 respondents from seven public tertiary institutions

in Benue State who were not part of the population. The Cronbach Alpha was used to determine the reliability of the instrument which yielded a coefficient of 0.87. This showed that the instrument was high enough to achieve its purpose. Data collected were analyzed using mean and standard deviation to answer the research questions. A 4-point rating scale was used to score the responses as Strongly Agree (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. The implication of the rating scale showed that an item that has a mean that is greater than the cut-off point of 2.50 is considered agree while the one that is below the cut-off point is not. The hypotheses were tested using Pearson Moment Product Correlation at .05 level of significance.

**Research Question 1:** What is the correlation between use of ICT facilities and instructional delivery in tertiary institutions in Benue State, Nigeria?

**Table 1:**

Mean ratings and Standard Deviations of Respondents on Use of ICT Facilities and Instructional Delivery in Tertiary Institutions in Benue State, Nigeria

Item No.	Item Description	N	Mean	Std.	Remark
1	ICT facilities in form of computers are used for lesson plan to enhance instructional delivery.	203	3.15	1.10	Agree
2	ICT facilities in form of CD-ROM aid effective instructional delivery.	203	3.07	1.06	Agree
3	ICT facilities facilitate information sources for instructional delivery.	203	3.26	1.02	Agree
4	ICT facilities in form of word processing packages enhance instructional delivery.	203	3.04	1.06	Agree
5	ICT multimedia classroom devices facilitate lesson presentation.	203	3.11	.93	Agree
<b>Cluster Mean and Standard Deviation</b>			<b>3.13</b>	<b>1.03</b>	<b>Agree</b>

Table 1 shows that items 1-5 have mean scores (and standard deviations) of 3.15 (1.10), 3.07 (1.06), 3.26 (1.02), 3.04 (1.06) and 3.11 (.93) respectively. This analysis shows the respondents agree that ICT facilities inform of computers are used for lesson plan to enhance instructional delivery, ICT facilities in form CD-ROM aid effective instructional delivery and ICT facilities facilitate information sources for instructional delivery. The respondents further agreed that ICT facilities inform of word processing packages enhance instructional delivery and ICT multimedia classroom devices facilitate lesson presentation. This shows the correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria. The cluster mean score of 3.13 which is high above the cut-off point of 2.50 implies that, there is correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria.

**Research Questions 2:** What is the correlation between use of ICT facilities and records keeping in public tertiary institutions?

**Table 2:**  
 Mean ratings and Standard Deviations of Respondents on Use of ICT Facilities and Records Keeping in Tertiary Institutions in Benue State, Nigeria

Item No.	Item Description	N	Mean	Std.	Remark
6	ICT facilities in form of computers are used for recording of students' admission.	203	3.28	1.02	Agree
7	ICT facilities in form of flash disks are used for storing minutes of previous meetings.	203	3.11	.69	Agree
8	ICT facilities facilitate recording of students' examination scores.	203	3.18	1.20	Agree
9	ICT facilitates recording information about teaching and learning to form the basis for objective assessment.	203	3.21	1.02	Agree
10	ICT facilities like cameras are used to record important invents in tertiary institutions.	203	3.07	1.11	Agree
<b>Cluster Mean and Standard Deviation</b>			<b>3.17</b>	<b>1.00</b>	<b>Agree</b>

Table 2 shows that items 6-10 have mean scores (and standard deviations) of 3.28 (1.02), 3.11 (.69), 3.18 (1.20), 3.21 (1.02) and 3.07 (1.11) respectively. This analysis shows that the respondents agree that ICT facilities in form of computers are used for recording of students' admission, ICT facilities in form of flash disks are used for storing minutes of previous meetings and ICT facilities facilitate recording of students' examinations. The respondents further agreed that ICT facilitates recording information about teaching and learning to form the basis for objective assessment and that ICT facilities like cameras are used to record important invents in tertiary institutions. This shows the correlation between use of ICT facilities and records keeping in public tertiary institutions. The cluster mean score of 3.17 which is high above the cut-off point of 2.50 implies that, use of ICT facilities correlate with records keeping in public tertiary institutions.

### Test of Hypotheses

#### Hypothesis One:

There is no significant correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria.

**Table 3:**  
 Pearson Product Moment Correlation between Use of ICT and Instructional Delivery in public Tertiary Institutions in Benue State, Nigeria

Variables	N	$\bar{X}$	SD	R	Sig.
Use of ICT facilities	203	2.78	1.25		

					0.592**	0.00
Instructional delivery in Public Tertiary Institutions	203	2.83	1.19			

\*\*Correlation is significant at the 0.01 level (2- tailed)

Table 3 indicates a correlation coefficient between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria, the mean response score of use of ICT facilities is 2.78 slightly below that of instructional delivery in public tertiary institutions which is 2.83 and the standard deviation scores are 1.25 and 1.19 respectively indicating a close relationship. The  $r=0.592^{**}$  and  $P=0.00$ . Since  $p<.05$ , the null hypothesis which states that there is no significant correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State Nigeria, is rejected. This indicates that there is significant positive correlation between use of ICT facilities and instructional delivery in public tertiary institutions in Benue State, Nigeria.

**Hypothesis Two:**

There is no significant correlation between use of ICT facilities and Records Keeping in public tertiary institutions in Benue State, Nigeria.

**Table 4:**  
 Pearson Product Moment Correlation between Use of ICT and Instructional Delivery in public Tertiary Institutions in Benue State, Nigeria

Variables	N	$\bar{X}$	SD	R	Sig.
Use of ICT facilities	203	3.00	1.22		
Records Keeping in Public Tertiary Institutions	203	3.02	1.17	0.751**	0.00

\*\*Correlation is significant at the 0.01 level (2- tailed)

Table 4 indicates a correlation coefficient between use of ICT facilities and records keeping in public tertiary institutions, the mean response score of use of ICT facilities is 3.00 slightly below that of records keeping in public tertiary institutions which is 3.02 and the standard deviation scores are 1.22 and 1.17 respectively indicating a close relationship. The  $r=0.751^{**}$  and  $P=0.00$ . Since  $p<.05$ , the null hypothesis which states that there is no significant correlation between use of ICT facilities and records keeping in public tertiary institutions, is rejected. This indicates that there is significant positive correlation between use of ICT facilities and records keeping in public tertiary institutions.

**Discussion of Findings**

The first finding showed that use of ICT facilities has significant positive correlation with instructional delivery in public tertiary institutions in Benue State. This finding agrees with Osakwe (2012) who opines that technology has great potential to provide new kinds of instructional opportunities and to enhance the knowledge and learning experiences of both the teachers and students. The finding further corroborates Nwezeh (2010) who notes that today, innovations in classroom instruction are springing up across the schools and this has

continued to play down the democratizing imperatives of “giving voice” to the students, asserting a singular top-down authority in the classroom. This is attributed to the ICT, which continues to shape curriculum to reflect the realities of staff job performance. The researcher also agrees that use of ICT facilities significant correlation with instructional delivery in public tertiary institutions.

The second finding also revealed that use of ICT facilities has significant correlation with records keeping in public tertiary institutions. This finding is in consonance with Ubogu (2013) who states that, the application of computer gadgets in the tertiary institutions tends to improve staff performance in the area of keeping records in Nigerian tertiary institutions. The finding further confirms the opinion of Nwaomah (2015) that most problems associated with records keeping through human natural efforts seem to be eased with the introduction of ICT facilities such as computers, e-mail, internet and world-wide web (www), including digital libraries, computer database and data processing mechanisms, CD-ROM and DVD. The researcher also agrees with this finding that use of ICT facilities correlates with records keeping in public tertiary institutions because with the use of ICT facilities many records may be easily kept.

## Conclusion

Based on the findings of this study, it has been concluded that use of information and communication technology (ICT) has significant correlation with staff job performance in public tertiary institutions in Benue State, Nigeria. This is evident from result of the analysis which indicates that use of ICT facilities has positive correlation with instructional delivery and records keeping in public tertiary institutions in Benue State, Nigeria.

## Recommendations

Based on the findings the following recommendations were made:

1. Public tertiary institutions administrators should ensure adequate provision of ICT facilities and their functionality. They should also ensure that staff especially academic staff are ICT compliant to enable them use ICT facilities to enhance instructional delivery in public tertiary institutions in Benue State and Nigeria at large.
2. Tertiary institution administrators should ensure staff are well equipped to use ICT facilities in keeping various records in public tertiary institutions for quality records keeping to be achieved.

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