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# ICT Competencies Among Guidance And Counseling Teachers In Public Secondary Schools In Rivers State

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## ABSTRACT

This paper is designed to investigate ICT competencies among Guidance and Counselling Teachers in Public Secondary Schools in Rivers State. The main focus of this study is to examine ICT competencies among Guidance and Counselling Teachers. The study also proved that ICT has created reasonable change in the world. The paper also noticed the development acquired through ICT teachers in Guidance and Counselling in Schools. The paper has it that ICT has succeeded in providing different learning techniques and theories in the field. The world also discussed that ICT has restore sanity in teaching and learning among Guidance and Counselling teachers in Secondary Schools. The work also states that ICT remains a viable tool to change and improvement among teachers. The study also highlighted the roles of ICT in a global world such as development of peoples scientifically and theoretically. The study recommended that Government should help provide ICT equipment's and centers to teachers in Guidance and Counselling field to encourage them learn very well to enable them compete effectively internationally. The findings also revealed low level of ICT in schools.

**Keywords:** ICT Competencies, Counselling Teachers, Secondary Schools.

## INTRODUCTION

In all walks of life, Information and Communication Technology (ICT) is so outstanding that it has affected human development globally (Jack, 2020). Information communication technology has provided different information needed in the society and world at large.

Information and communication technology can be defined as technologies that provide access to numerous information's through telecommunication such as: internet, wireless network and cellphone etc (Paddy, 2019). Information and Communication Technology can as well refers as a digital context that connect the rural and urban world (Obasi, 2010). Information and Communication Technology can be defined as a quick tool for information dissemination (Oral, 2014). Information and Communication Technology refers as a viable network that connect one to various scientific theories and learning globally.

Technological improvement in information have created reasonable change in the world (Amadi, 2022). Globalization and international finance and international business are now a common concept in our

world today because of ICT invention and all these are confirmed result of advances in ICT. The methods of instructional delivering in education industry has also been changed as a result of integrating ICT into teaching and learning process. Therefore, it is crucial to understand the benefit and applicability of ICT in the instructional delivered process. In this view, Guidance and Counselling teachers need to be competent in order to enhance the already existing methods yielded by ICT through instructional delivery, were necessary so as to adopt the new methods.

Information and Communication Technology industry has become one of the enormous and fast growing sectors that is influencing the lives, work and learning methods. The adaptation of ICT into every economic activities cannot be over emphasized to all who wish to improve the effectiveness and efficiency of teaching and learning processes.

What is Information and Communications Technology? Information and Communication technology refers as the technologies that provide access to information through telecommunication, which includes the internet, wireless network and cell phones and other communication medias.

The societies are in a new world of globalization and ICT is a broad area of human activities. It is an innovative way to provide learning with verbal access to information, learning and support.

Guidance and Counselling teachers in Public Secondary Schools should not ignore information and communication technology rather than embrace it to be more versatile and knowledgeable in the modern system of doing things. The advancement in ICT and internet over the year has led to new methodology in educational delivery in which online learning is one. Information and communication technology is becoming so important in the education industry. The most popular and relevant mode of education delivery worldwide cannot be effective without ICT. ICT has succeeded in providing different learning styles and theories that is generally recognized in various countries and institutions. Those learning methods and theories has become a vital and recognized learning process for education and education industry in the 21st Century.

The integration of ICT in Secondary School curriculum is crucial, because it allows guidance and counseling teachers to be self-reliant and focused (Nda. 2021).

ICT integration in Secondary Schools has provided a framework for soft landing of teachers in understanding that the world had gone digital and computerized. It has also provides them with the ability to connect online to download course materials in advance that are importance for their instructional delivery. ICT serves as a useful tool for enhancing the quality of teaching and learning. ICT is an innovative approach to the delivery education of advocate through the use of ICT facilities that enhances the teaches knowledge and skills. However, modern educational curriculum is related to the latest ICT. The problem is that, there are rapid changes in teaching and learning environment and its requirement, therefore the requirement for the qualification of teachers are changing as well.

The content of education is directly linked to the most recent information technologies, which creates a new teachers 'training needs'.

Modern societies are increasingly based on information, skill and knowledge (Kadal, 2009). In this global worlds, educators have however realizing that it is worthy that learners are properly equipped with the necessary apparatus geared teaching and learning that will assist guidance and counseling teachers in Public Secondary School to be proactive and relevant in their field of study.

Therefore, it is presumed that, ICTs can enfranchise teachers and learners and to encourage change and advance in the development of the 21<sup>st</sup> century skills. ICT is also believed to be able to subscribe to the improvement of learning in the world since these devices can actually reform the education systems, increase the provision of materials for pedagogical learning, improve the management of education and magnify pedagogical techniques (Chile, 2018).

Painstakingly, the experience of using different ICT innovative methods in the school and even, other educations settings in the world, over the past years indicates a full understanding of the possible educational advantage of ICTs. ICT has the biding to increase and improve the motivation of learned commitments and helps to develop long standing learning skills. ICT is also a strong educational tool that can facilitate changes in school education. But for this to be realistic, the mindset and way of teaching and learning among teachers, administrators, parents and students must change.

Curriculum experts must also see to school curriculum delivery and how students are currently evaluated. ICT competencies are however, a set of technology standards that hinge on proficiency, effectiveness and sound orientation in using computer technology in the classroom. ICT competencies will build communication in teaching and learning. School teachers should be equipped with the necessary information on ICT knowledge and skills that will help them be marketable (Stanley, 2020).

ICT is the only panacea to address educational problems more especially the usage of instructional materials in learning and teaching. ICT competencies will help teachers excel in their core duties as professionals and knowledgeable builders. Information and communication technology would restore sanity in application communication among the teachers and students. ICT knowledge is very essential to guidance and counselling teachers in public secondary schools. It is commonly said that the quality and extent of learning attainment are determined fundamentally by the teacher competences reactivity and teacher impulse. Therefore teachers need to be aware that the evaluation in education are concern to the philosophy of information and communication technology that leads to better learning. One major edge of using information communication technology in teaching and learning is to influence students to study. Teachers role as human resources is to provide students with access to new technologies in the classroom (Sandra, 2019)

Qualified teachers who can use this technology are therefore the key to effective tools for advancing students learning. The teachers are the main actors to enter and successfully integrate computers into the educational system to be. The use of information and communication technology in teaching and learning are to broaden and deepen students literacy in computer. It is an important mission shouldered and burden on education and must therefore be achieved to sustain the development of the country.

The Sustainable Development Goal (SDGS), education for all (EFA), world summit on information society. Chile 2015, posit that adequate teachers training in ICT both in service teacher and teachers trainee must not be taken for granted alongside with investment of ICT in both secondary schools and teachers training institution across the nation especially the developing countries. Hence, in the teachers pre service training ICT tools, knowledge and skill for effective teaching and learning at all levels of education system is very worthwhile. The pronouncement of the government toward funding and integration of ICT in education is a welcome development and highly explainable considering how backward African nations are in education. The National Universities Commission (NUC) made a laudable achievements in this direction by plotting the physical ICT infrastructures in some selected Universities in Nigeria. Even the National Commission for colleges of education to be has mandated all colleges of education (NCCE) computer literate. ICT and teacher education have been put in the fore front burner by the Federal Government of Nigeria as one of the criteria for ensuring the achievement of millennium Development Goals (MDGS) in Nigeria which was now commonly called sustainable Development Goal (SDGS).

In addition, despite all these policies research works have shown that most public schools have insufficient or no ICT tools and ICT competent teachers especially in the rural areas to cater for the ever increasing population of students in the schools and where there is available tools. They are by implication a matter of out of-bounds to the students (Mercy, 2020). Therefore, for schools with ICT competent teachers, they only function in the administrative aspect of the school. In most cases computer found in this Public Secondary Schools are only decorators as teachers but unable to use them to teach and bring out instructional materials from them. Unfortunately, how much more computers connected to internet in addition, those who have computer do not use them for teaching but solely for administrative purpose.

Otakpo (2022) posited that only one school, out of twenty has computer sets. It is worth noting that none of the twenty schools has internet facility.

In the foregoing, secondary schools do not have software for the computer to function. One of the federal schools has three computers against a population of 1000 and no internet software was installed. The facilities are grossly inadequate for any meaningful teaching or learning to take place. On teachers competence, many teachers in Nigerian schools are not competent in basic computer operation and in the use of genuine software. The findings revealed that low level of ICT availability and utilization in Nigeria

school system. It is on this backdrop of improving teachers ICT competency that this write up is made murder to bring sanity among teachers.

### **Statement of the Problem**

Effective learning and teaching is one of the core reasons for establishment of secondary school Education. The vision and target for the Secondary School Education is unachievable because of unpreparedness and un-reliance of teachers in the field. Guidance and counseling teachers lacks fitness because of necessary tools that will assist them to be up to date in effective teaching and learning delivery to the children, teachers assume positions of unfitness towards technology and other instructional aids that can boost effective learning and teaching in secondary schools in Rivers State.

The teachers have been accused of not been literate and skillful in transferring useful knowledge to the students in public secondary schools.

Teachers in public schools need ICT orientation and re-training that will showcase their competencies and effectiveness in learning and teaching. ICT competencies among the counseling teachers in Public Secondary Schools in Rivers State, is very important and it is the only panacea to delete the unprofessionalism in the public secondary schools.

### **Purpose of the Study**

The study is set to achieve the following objectives:

1. To determine the ICT literacy level among guidance and counseling teachers in Public Secondary Schools.
2. To determine the difference between the ICT skill level acquired by male and female in public secondary schools.

### **Research Questions**

The following research questions were answered in this study:

1. To what extent does ICT skill level acquired by male and female affect public secondary school?
2. To what extent does ICT literacy level affect guidance and counseling teachers in public secondary schools?

### **Research Hypothesis**

The following research hypothesis were raised and tested at 0.05 alpha level.

1. The problem of ICT level acquired does not significantly affect male and female in public secondary schools.
2. The problem of ICT literacy does not significantly affect guidance and counseling teachers in public secondary schools.

## **METHODOLOGY**

From 6, 118 teachers in 465 secondary schools in Rivers State, 1000 teachers were drawn using simple random sampling technique, 2000 teachers were drawn from the 465 secondary schools. The instruments used for data collection are ICT competencies questionnaire (ICTCQ). They are cognitive assessment questionnaire designed to measure the ICT competencies problems among guidance and counseling teachers in public secondary schools. The (ICTCQ) contained high section A and B section, A elicited personal information on the respondents gender, while section B contained 2 items which focus on ICT competence among guidance and counseling teachers on public secondary schools in Rivers State. The validities of the instrument were established with the assistance of two experts from information and communication technology. The suggestions made by these experts were incorporated and merged into final versions of the instrument. The reliabilities of the instrument were determined through test and retest method. A sample of 1000 teachers was engaged in this preliminary study. The reliability coefficient of ICT competencies of teachers questionnaire sub – section were 0.83. the data obtained from the instrument were to 2 test analysis.

## **RESULTS**

The results show that guidance and counseling teachers in public secondary school have positive consequences on ICT competencies.

**Research Question 1**

*To what extent does ICT skill level acquired by male and female affect public secondary school.*

**Hypothesis 1**

The problem of ICT level acquired does not significantly affect male and female guidance and counseling teachers. To answer this research question and tests, its corresponding null hypothesis, mean and standard deviation were employed. The results obtained are shown in table 1 below:

**Table 1: Mean and standard Deviation of ICT competencies among teachers of Public Section School.**

S/N	ITEMS	$\bar{X}$	SD	REMAINS
1.	I love computer	4.45	0.87	Accepted
2.	ICT can make me teach well and place me above others.	4.20	0.70	Accepted
3.	Teaching without ICT knowledge is poor.	3.30	1.15	Accepted
4.	ICT competencies is the best.	3.45	1.15	
<b>Total</b>		<b>11.65</b>	<b>3.75</b>	<b>Accepted</b>
<b>Grand mean total</b>		<b>3.45</b>	<b>1.05</b>	<b>Accepted</b>

**Table 1:** shows that ICT competencies had grand mean title ( $\bar{X}$ ) of 3.45 (SD=1.05). The higher mean score was 4.65 (SD = 0.87) while the lowest mean score was 3.30 (SD=0.83). This shows that guidance and counseling teachers have positive problems on ICT competences. Therefore the items were accepted because their means were respectively greater.

**Table 2: Mean and standard Deviation of ICT competences among teachers of Public Secondary School.**

S/N	ITEMS	$\bar{X}$	SD	REMAINS
1.	I love computer	4.45	0.87	Accepted
2.	ICT can make me teach well and place me above others.	4.20	0.70	Accepted
3.	Teaching without ICT knowledge is poor.	3.30	1.15	Accepted
4.	ICT competencies is the best.	3.45	1.15	Accepted
<b>Total</b>		<b>11.65</b>	<b>3.75</b>	<b>Accepted</b>
<b>Grand mean total</b>		<b>3.45</b>	<b>1.05</b>	<b>Accepted</b>

Table 2 shows that male and female had grand mean total ( $\bar{X}$ ) of 3.45 (SD= 1.05). the male was 4.45 (SD = 1.05) this shows male has the highest problems.

**Hypothesis**

The gender of the teachers do not significantly affect this ICT competencies. To analyze and test this hypothesis t – test statistical analysis was used.

**Table 3: t- test analysis of gender on ICT Competencies of Teachers in Public Schools.**

Variable	N	$\bar{X}$	SD	t- cal	D.F	t–crit	Alpha level
Male	500	100	5000				
Female	500	100	600	0.10	1,97	1.950	0.05

This shows that the t – calculated value is 0.01, while critical t – value is 1.96 at alpha level of 0.05. Therefore, the gender of teachers does not significantly affect ICT competencies of teacher.

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