



IMPACT OF ICT SKILLS ON JOB SATISFACTION. A REVIEW ON PRIMARY SCHOOLTEACHERS

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ABSTRACT

The application and usage of Information and Communication Technology (ICT) is becoming popular globally. ICT has not only touched the lives of individuals in the developed countries alone, but also in the developing societies as well. It is therefore essential in the development of the school system. This paper reviews the studies conducted on the impact of ICT skills on teachers with particular reference to Borno State, Nigeria. It is against this background that the paper discusses the impact of some ICT skills on the job satisfaction of teachers. These skills include among others use of windows, use of internet and creating account.

Keywords: *Information and Communication Technology Skills, Job Satisfaction of teachers,*

Windows, Internet and creating Account.

1. INTRODUCTION

Information and Communication Technologies (ICT) has become popular everywhere in the world today. It has impacted on lives of every person across the globe. ICT is essential for teachers, their operational understanding of media and its impact on presentation and assignment [1]. In the past, ICT has come out as a significant activity in the field of education. Researches are popularizing the importance of ICT in teaching learning process. Studies have shown that awareness, theoretical familiarity, problem solving, cooperative skills of students are vital for their success. ICT, Curriculum, instructors and their capabilities and talents are used by instructors in educational institutions in order to get the maximum reward for their students and integrate ICT into the curriculum and its implementation (Usun 2009). Hence, it can be acknowledged that teachers are important actors in uplifting the training and knowledge procedures in schools. The use of ICT in education is seen as a means to expand on the curricula and running procedures in educational institutions [2]. ICT also plays an important role in teacher training



courses (Unwin 2004). Furthermore, ICT can help to prevent problematic issues such as high student-teacher ratio, lack of instructional materials, inadequate infrastructure that can positively affect students' performance. ICT can offer relaxed and real methods in capacity building of teachers to sustain their jobs. Jung^[3] viewed ICT as a means to improve their capabilities and link them to wider society. ICT aims to increase the ability of educators and learners that enhance their success in teaching-learning process. Educators at all levels are being trained on the use of ICT in institutions in different ways in most countries of the Asia Pacific region. Educators must organize themselves and their learners for the future and incorporate ICT in their educational curriculum^[4].

2. IMPORTANCE OF ICT SKILLED TEACHERS

The importance of ICT skills in development of teachers brings about success and enhancement of job satisfaction. An ICT trained teachers are required in our educational institutions for achieving the goals and objectives. Improving ICT skills of teachers enhanced their competencies teaching theoretically and practically in vocational education specifically and tertiary education generally^[5].

Instruction at elementary school as well as advanced learning largely focus on providing knowledge alone. But besides providing knowledge, it also targets at increasing comprehension and usage of the ideas and expression command in the advancement of intellectual and sophisticated power of reasoning and decision making process in refining understanding, promptness and terminology of evolving self-concept and worth interpretation in advancing good study habit creating acceptance, uncertainty, ability to endure risk factor and slowing down displeasure. All these are possible with advancement of ICT through skilled teachers.

3. ICT IN TEACHER EDUCATION

According to World Bank Report, the role of ICT in teacher education is seen as a major concern especially with regard to how to motivate teachers. ICT should be applied to meet the educational needs and programs, therefore, teachers should be properly drilled to provide the required inputs regarding ICT for their students and communities they represent through knowledge construction and sharing, and discuss its effects on teacher satisfaction on their job. Appropriate use of ICT can transform the whole teaching-learning processes leading to paradigm shift in both content and teaching methodology. ICT has the potential to transcend the barrier and space. ICT integration in the field of education has impacted hugely in improving the quality of education. It is widely believed that ICT integration will help us in making education more accessible and affordable. Increasing role of ICT will make education more democratic that is improving the quality education services available to even students sitting in far-flung remotest corners of the country. The new environment of interactive learner-centered approach of ICT has completely transformed the process of education delivery and dissemination. The technological creativity learner will help generate sharing of knowledge to perform tasks in a better way and to develop their capacity and skills to keep



pace with the rapid changes but the pace of change is so fast that what was avant-garde few years ago is just a thing of past. We must not allow the ICT related opportunities to slip out of our hands.

We must empower our youth with the latest technology to tap the latest skills and hidden potential of our youth population. There is considerable hope that technology can expand and improve education in all levels with special reference to design and content of instructional materials, delivery, and assessment and feedback. In technology enhanced learning (TEL) teacher's role will be more challenging and definitely different from what is presently the traditional class room teaching. In the new role he will be more a director/coach or a facilitator, because the ET enhances the quality of teaching and learning by arousing inquiry, curiosity and exploration. ICT will afford opportunity to the individual for self-paced learning, which caters to learner's abilities and aptitude.

One of the major advantages of using ICT's in the class room has been to prepare. The present and next generation of students for a workplace where ICT's particularly computers internet and others related technologies are becoming more and more important. These computer savvy and technologically literate students possess the desired competencies to use ICT's effectively. These knowledgeable persons possess the competitive edge in an increasingly uncertain globalizing job market. Along with the technology literacy development of specificity skills are also required. For well-paying jobs specifically of skill is of the primary importance. ICT which includes radio and television as well as other high technology newer digital devices such as computers and Internet have been treated as generally powerful enabling tools for educational change and reform. On-line teaching as innovative teaching has been accepted widely, which includes on-line networking, role of e-moderator, e-learning? Web –sites which are very popular with teachers and students are Google, Yahoo, Gmail, Wikipedia. The modern concepts of ICT have helped professionals to cope the challenges for digital information and technology through the development of digital literacy resources. This can be built by:

(a) Acquiring Digital Media

(b) Buying Access

The role of computers in Education computers is generally helpful for educational activity which requires significant interaction for that instructional software should be highly interactive. Interactive learning environments are called Intelligent Testing System. Because of their interactive capability computers provide individualized and self-paced learning. SW may be customized to meet the specific requirements of the individuals depending upon their diverse background and abilities.



4. ICT SKILLS AND THEIR IMPACT ON JOB SATISFACTION OF TEACHERS

The Information and communication technology represents one of the current applications of technology in teacher education. The Information and communication technology (ICT) is the scientific technological and engineering discipline and management techniques used in information handling and processing, their application; computers and their interaction with men and machines and associated social, economic and cultural matters. UNESCO6 in its world education report “teachers and teaching in a changing world” described the radical implications of ICT in the conventional teaching learning process. Now in the present situation, ICT has become an important and integral part of the curriculum of teacher education. By using ICT technology such as computer, laptop, digital camera, video, internet, websites, CD ROMs, DVDs, application of software such as word processing, spread

sheet, e-mail, digital libraries, computer mediating conferencing, video conferencing, projectors etc. +9We can overcome all barriers in communication and instruction. ICT can be used as a tool for training and support of teachers, regardless of geographical dispersion. Therefore, the challenge for teachers and teacher education institutions has been to create a new generation of teachers capable of employing

a variety of technology and tools in all phases of academic, administrative, research and extension functions. ICT is extremely useful for professional development of teachers and helps the teacher in the following ways:

4.1.1. The use of ICTs as presentation tools (through overhead and LCD projectors, television, electronic whiteboards, guided “web-tours”, where students simultaneously view the same resources on computer screens) is seen to be of mixed effectiveness. While it may promote class understanding of and discussion about difficult concepts (especially through the display of simulations), such uses of ICTs can re-enforce traditional pedagogical practices and divert focus from the content of what is being discussed or displayed to the tool being utilized.

4.1.2. In OECD experience, the use of technology in everyday teaching and learning activities appears to be more important than specific instruction in “computer classes”. While the development of technology skills is seen to have a role in the teaching and learning process, it is more important as an enabler of other teaching and learning practices, and not too important in and of itself. Schools that report the highest levels of student ICT-related skills and experience are often not those with heavy computer course requirements, but rather ones that made use of ICTs on a routine basis throughout the teacher professional development and the teaching and learning process.

4.1.3. Effective ICT use in education increases teachers’ training and professional development needs. However, ICTs can be important tools to help meet such increased needs, by helping to provide access to more and better educational content, aid in routine administrative tasks, provide models and simulations of effective teaching



practices, and enable learner support networks, both in face to face and distance learning environments, and in real time or asynchronously.

4.1.4. Effective teacher professional development should approximate the classroom environment as much as possible. “Hands-on” instruction on ICT use is necessary where ICTs are deemed to be vital components of the teaching and learning process. In addition, professional development activities should model effective practices and behaviors and encourage and support collaboration between teachers. On-going professional development at the school level, using available ICT facilities, is seen as a key driver for success, especially when focused on the resources and skills directly relevant to teacher’s everyday needs and practices.

4.1.5. ICT enriches teaching by enhancing the initial preparation by providing good teaching and training materials, simulators, recording and feedback mechanisms.

4.1.6. ICT has removed the barriers of space, time and place between teacher and learner.

4.1.7. It has established a healthy and interactive relationship between teachers, schools, institutions, and universities and enabled teachers to expertise rich resources in cyber space.

4.1.8. In OECD (Organization for Economic Co-operation and Development) countries, research consensus holds that the most effective uses of ICT are those in which the teacher, aided by ICTs, challenge pupil’s understanding and thinking, either through whole-class discussions

4.1.9 Use of Windows Programs (MS Office, Power Point and Excel) many teachers derive satisfaction in developing abilities in using PowerPoint and Excel, as per the requirement in their capacity building professionalism, teachers need to acquire because they use Office and PowerPoint in their daily professional and personal lives and academic activities.

4.2.0 Use of Internet (Searching, Downloading, Uploading, etc.) Good number of teachers are conversant with the use of internet services. They often use the internet for downloading of assignments, online studies and other activities which are beneficial to their school and personal work.

4.2.1 Creating and using Accounts (Email, Face Book, Skype, Academia, LinkedIn, etc.) Substantial number of teachers derive pleasure in creating different online accounts to establish link with the wider world for research purposes, and other areas of academic endeavor. Social media platforms were also accessed through this accounts.



6. ROLE OF ICT SKILLS IN ENHANCING JOB SATISFACTION OF TEACHERS IN BORNO STATE, NIGERIA.

Though, much studies have not been conducted on the role of ICT in enhancing job satisfaction of teachers particularly at the elementary level, major stakeholders in the education sector like the government, Non-Governmental Organizations (NGOs), private sector and donor agencies are complementing each other's efforts in supporting and motivating school teachers to embrace the use of ICT skills to serve as tools for capacity building and effective performance of their job. In line with this, government has made it compulsory the introduction of ICT related subjects to be taught at the junior secondary school and senior secondary levels to provide the necessary skills in computer skills and its application. To that effect, a robust policy plan was put in place to support schools in the training and retraining of teachers in the field of ICT particularly on the basic skills like windows, use of internet, data processing and account opening. Necessary materials and equipment were also made available so as to motivate teachers and students in the teaching and learning process. Study conducted on the job satisfaction and self-esteem of teachers as part of dissertation work in 2019 revealed primary school teachers in Borno State are being supported and encouraged by the government and others partners in the training of teachers on ICT a development that led to motivation thereby enhancing greater satisfaction on their job.

6. CONCLUSION

From the reviews obtained in this study, there seems to be a general consensus among researchers that ICT skills play a significant impact on the job satisfaction of teachers at virtually all levels of education. This result was also in conformity with the findings obtained among primary school teachers in Borno State, Nigeria. Furthermore, the study also revealed ICT skills like windows, internet and social media accounts are popular among school teachers thereby helping them in performing their work and enhance great satisfaction on their job. Against this background, stakeholders in the education sector particularly government and school proprietors/managers should ensure that adequate budgetary provisions are made to cover the requirements of Information and Communication Technology in schools. Additionally, provision for manpower training should also be made to ensure that needed personnel for ICT education are made available so as to guarantee smooth implementation of ICT programs.



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