

RELATIONSHIP BETWEEN PARENTAL EDUCATIONAL BACKGROUND AND ICT SKILLS ACQUISITION AMONG NATIONAL TEACHERS' INSTITUTE STUDENTS IN ISEYIN STUDY CENTRE, OYO STATE, NIGERIA

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Abstract

This study assesses the relationship between parental educational background and ICT skills acquisition among National Teachers' Institute students in Iseyin study centre, Oyo State. The target population was all the one hundred and twenty-one (121) students at the 2019/2020 session who registered for Computer and Society course (CIT 101) and were taught both practical and theory in ICT skill acquisition. Purposive sampling technique was used to select the whole 121 students because the course is meant for them. The validation of the instrument was done by two facilitators at NTI Iseyin Study Centre. The instrument was pilot-tested using 20 students who are not part of the main study. The instrument reliability was established using Cronback Alpha and the value obtained was 0.85. The data collected were analyzed using Pearson Moment Correlational analysis and t-test statistical analysis. The findings of the study revealed that there is no significant relationship between parental educational background and ICT skills acquisition. There is significant difference in the relationship between parental educational background and ICT skills acquisition based on gender. Based on these findings, it was recommended that National Teachers' Institute Facilitators and students should be exposed to training and re-training on the use of computer and appropriate software for them to have enough knowledge on its usage.

Keywords: Relationship, Parental Background, ICT Skills, Acquisition, NTI Students

Introduction

One vital agent of change in every country of the world is the family. This is one of the reasons why many people believed that charity begins at home. What constitute the family include father, mother and the children. Training and education of a child starts from the members of family around the child that serve as change agent. Education and training received from parent and other members of the family is known as informal education. Parents who are father and mother happen to be the first tutors the child is exposing to before moving to school. For this reason, the parental background of child must not be joked with because it may determine to a large extent how the child will go far in education and training that the child may probably come across in the nearest future. In support of parent background, Aliyu, Mohd and Khadijah (2018) opined that the family unit has been the most influential agent among agents of socialization because it exerts the earliest influence on the psycho-social life of the child and thus making its role very critical.

It is a general fact that there are literate and illiterate parents, educated and non-educated parents, poor and rich parents and so on in every society. For a child from rich parental background, computers, mobile devices such as smart phones and palmtop, educational resources such as textbooks and other

valuable materials that a child can use as learning aids may not be difficult for the rich parent to acquire and made available at home while the reverse may be the case for a child from poor parental background. This is one of the reasons why Miller (2000) claims that parental education background determines the amenities available at home that a child is surrounded with, as well as intelligent discussions may be exposed to which a child from low or poor background may be lacking and this affects their interest in acquiring vocational training negatively.

In those days, the common discussion among people about literacy is about the ability to read, write and count numbers but in today's contemporary discussion it has been computer and other information and communication technology skills. That is why it is expected that, every child in the school needs to develop these ICT skills because it is highly needed for personal development and for the development of the society at large. ICT as defined by Raheen (2010) is the electronic pathways with viable communication devices like computers and other electronics. Babangida and Bissallah (2011) state that ICT education is the scientific process of application of ICT technologies through teachers' vested interest and positive attitude. The use of ICT in education leads to sustainable development and global competitiveness, wealth creation, poverty alleviation and job creation (Nworgu, 2006). Mbachu (2008) makes it clear that most of the developing countries have experienced the potentials of ICT in transforming their educational landscape at all levels.

This is because with the use of ICT in education, teachers and students globally become more connected, and develop more positive attitude to educational processes as they interact (Villanueva, 2000). It was further recapped that, ICT have created pathways that stimulate teachers and students because of its interesting interactive procedures and linkages. ICT increases the time learners devote to learning and enhances the speed of availability of data and information, as it provides immediate feedback and assist less qualified teachers and increases teachers' efficiency and effectiveness (Igwebuike & Gideon, 2007). According to Abubakar (2012), ICT exposes learners to the world of works and acquisition of skills. It is also flexible in its delivery patterns, thereby making it easy to train learners from diverse backgrounds.

Skill is an ability to translate knowledge into action that results in the desired performance as reported by Ibelegbu (2013) and for a skill to be acquired, the learner should be exposed to the relevant activities embodying the skill and be offered opportunity for participation and practice of such skill under the real-life condition. ICT skills as noted by Ugwuanyi (2009), involve having the basic understanding of what computer is and how it can be used as a resource material. Students and teachers should be sensitized enough to be able to use these innovations.

The ICT skills as reported by Ibelegbu (2013) are grouped into four which include:

1. Computer Appreciation: computer appreciation skill can be regarded as the potentials one acquires that makes learners capable of operating and using the computer efficiently. Performing basic operations like starting a computer, using the mouse, managing various windows, etc. Allison (2005) stated that skills such as turning computer on and off, copying, deleting and renaming files are required in performing basic operations. The author further stressed that a computer literate teacher must be familiar with computer terms; know how computers work; be able to enter and retrieve data; know the uses of computers; able to programme a computer; know the future general direction of computers; artificial intelligence, and robotics and understand the abuse and misuse of the computer so that students will realize that such problems exist.

2. Word processing: Word processing is the application of computer for manipulating text-based documents; the electronic equivalent of paper, pen, typewriter, eraser, and most likely, dictionary and

glossary (Encarta, 2009). Hu Chun (2005) pointed out that word processing is the application of computer technology to the input, editing, merging, sorting, formatting and printing of text. The word processor is a special-purpose computer expressly designed for and solely devoted to the preparation, storage and printing of documents. The system includes a display unit, keyboard, floppy disk drives and a letter-quality print head. Harison (2005) stated that word processing has been developed from typewriting, using computer technology to automate many of the 24 procedures in the production of documents. The computer can be used to perform multiple word processing activities such as editing text, inserting new text, deleting text, and performing search and replace functions within the text. Other area where the computer is most useful in daily activities in offices is in the use of the internet and data processing.

3. Internet usage: The internet is a computer-based global information system (Comer, 2008). It is composed of many interconnected computer networks. Each network may link tens, hundreds, or even thousands of computers, enabling them to share information and processing power. The Internet has made it possible for people all over the world to communicate with one another effectively, inexpensively and to have free access to useful data for further processing. The internet is one of the computer and multi-media skills that have brought revolution to entire educational system in recent times. It is another important skill area that is required by students and teachers. Internet is the abbreviated form of international communication (computer) network. It means a network of computers linked to big central processing unit in the same way telephone lines in homes are linked to one central communication equipment in NITEL (Nweke, Umezurike & Nnamdi, 2006). This enables the user to interact with another via the computer if he or she is connected. The internet is a global collection of many different types of computers, computer operators and computer networks that are linked together through telephone lines, satellites, microphones, and all other possible devices.

4. Data processing: data processing deals with the analysis and organization of data by the repeated use of one or more computer programmes (Kogge, 2009). Data processing is used extensively in business, engineering, science and to an increasing extent in nearly all areas in which computers are used such as education, to process data educationally by the students and other stakeholders in education. The importance attached to the acquisition of ICT skills make it necessary for the students to possess the required skills in these areas. This will make them to be able to compete with their counterparts anywhere in the world. In this information age, data is the building block on which every organization is built to operate. Wu (2005) defined data as raw facts or observations typically about physical phenomena or business transactions that are processed into finished information products. Data processing is a process where raw data is subjected to a value- added process where its form is aggregated and organized; its content is analyzed and evaluated; and it is placed in a proper context for a human user.

National Teachers' Institute is an institute set up by law to train teachers and as well produced teachers with Grade 2 certificate, NCE certificate, B.Sc. (Ed.) certificate and as well as Postgraduate Diploma in education. The headquarters is in Kaduna and it has offices in all the 36 states in Nigeria. The institute equally has study centres in most state capital and in some local government areas where there is higher institution. Iseyin study centre is mainly for undergraduate or degree programme. Iseyin is one of the Local Government Areas towns in Oyo State and very close Ibadan and Oyo town. This is town where the National Youths Service Commission (NYSC) camp of Oyo State is sited.

The importance of acquiring ICT skills cannot be overemphasized and it has become imperious that efforts have to be made to ensure the acquisition of the necessary ICT skills by students to ensure effective learning and cope with their counterparts globally. This is why this study is very crucial at this point in time.

Purpose of the Study

The main purpose of this study is to determine the relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin study centre. Specifically, the study determines:

1. relationship between parental educational background and ICT skills acquisition
2. difference in the relationship between parental educational background and ICT skills acquisition on the basis of gender.

Research Questions

The following questions were raised to guide the conduct of this study:

1. Is there any significant relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin study Centre?
2. Is there any significant difference in the relationship between parental educational background and ICT skills acquisition on the basis of gender?

Research Hypotheses

These hypotheses were formulated and tested at 0.05 significance level:

Ho1: There is no significant relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin Study Centre.

Ho2: There is no significant difference in the relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin Study Centre on the basis of gender.

Methodology

This study is correlational research. The target population was all the one hundred and twenty-one students (121) student teachers that registered for ICT and Society course (CIT 101) at the 2019/2020 session. Purposive sampling technique was used to select all the student teachers that registered for CIT 101 course. The reason for using purpose sampling technique was that the course is meant for this class and it has been stipulated in their curriculum to engage learners in this course into both theory and practical ICT skills that will help them learn efficiently and to be able to compete favorably with their counterparts all over the world. The instrument used for this study was a researchers designed practical acquisition skills test which covers areas of computer appreciation skills, ICT content development skills, ICT hardware and software operation skills, internet skills, data processing skills and word processing skills. The face and content validations of the instrument was done by two facilitators at the Iseyin study centre, Oyo State, Nigeria.

The instrument was pilot-tested using 20 students who do not take part in the main study and the reliability co-efficient of the data collected were computed using Cronback Alpha and the value obtained was 0.85 which shows that reliability co-efficient value was good for the study. At the end of the course, after the students had been exposed to both theory and practical ICT skills, evaluation was carried out using the instrument designed to collect data and respondents were asked to write educational qualification of their parents on the instruments distributed to them. The data collected was sorted and analyzed using descriptive statistics of mean, standard deviation, correlational analysis and t-test statistical analysis to answer and determining the relationship between parental educational background and ICT skills acquisition among the respondents.

Results

Research Question One

Is there any significant relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin study centre?

Hypothesis One

Ho1: There is no significant relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin study centre.

Table 1: Analysis of relationship between parental educational background and ICT skills acquisition among NTI students in Iseyin study centre

Item	N	r -value	Sig (2-tail)	Decision
Parent Educational Background	121	0.101	0.268	Ho1: Accepted
ICT Skills Acquisition	121			

The result on table 1 shows the result of relationship between parental educational background and ICT skills acquisition and $r = 0.101$ and p – value for two tailed test of significance is 0.268. Since 0.268 is greater than the test value of 0.05 ($p > 0.05$), the hypothesis is accepted. This implies that, parental educational background has no significant relationship on ICT skills acquisition among NTI students that registered for Computer and Society Course (CIT 101) in Iseyin Study Centre.

Research Question Two

Is there any significant difference in the relationship between parental educational background and ICT skills acquisition on the basis of gender?

Hypothesis Two

Ho2: There is no significant difference in the relationship between parental educational background and ICT skills acquisition on the basis of gender.

Table 2: t-test analysis of the difference in the relationship between parental educational background and ICT skills acquisition on the basis of gender.

Group	N	Mean	Std	Df	t-value	Sig. (2-tailed)	Decision
Male	50	55.06	11.963	119	3.088	0.003	Ho1 Rejected
Female	71	47.93	9.817				

The result of independent t-test in the table 2 shows that, there is significant difference in the relationship between parental educational background and ICT skills acquisition based on gender. This is because $t(119) = 3.088$; $sig(2\text{-tailed}) = 0.003$ and $p < 0.05$. The hypothesis two is hereby rejected. The difference is in favour of male students.

Discussion

The finding of this study revealed that parental educational background has no significant relationship on ICT skills acquisition among NTI students that registered for Computer and Society Course (CIT 101) in Iseyin study centre. This result is contrary to the findings of Erola, Jalonen, and Lehti, (2016) who made it clear that education obtained by the parent serves as the best tool that explains offspring’s performance in school. The finding is also contrary to report of Emesini, (2011) which portray that student teachers’ acquisition of ICT skills is directly related to their course of study. The finding equally negates the finding of Singh and Ali Imam (2014) who evidently show that the performance of students increases in science when the qualification of the father is greatly increased.

The outcome of this study showed that there is significant difference in the relationship between parental educational background and ICT skills acquisition based on gender. This finding is in line with the report of Krashin (2005) who observes that both males and females whose father or mother are well-educated get more support from them and achieve better results in examination. This finding is contrary to the report of Goni and Bello, (2016) who reported that there are no variances between male and female students based on socio-economic background of their parents.

Conclusion

Based on the findings of this study, it can be concluded that the parental educational background has no significant relationship on ICT skills acquisition among NTI students that registered for Computer and Society Course (CIT 101) in Iseyin study centre. There is significant difference in the relationship between parental educational background and ICT skills acquisition based on gender.

Recommendations

The following recommendations are given based on the findings of this study:

1. Facilitators handling computer and society course (CIT 101) should teach to encourage students achieve stated objectives of the lessons regardless of their parental educational background.
2. National Teachers' Institute authority should make provision for enough computers and necessary software to help facilitators teach students with available resources.
3. National Teachers' Institute Facilitators should be exposed to training and re-training on the use of computer and appropriate software for them to have enough knowledge on its usage.

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