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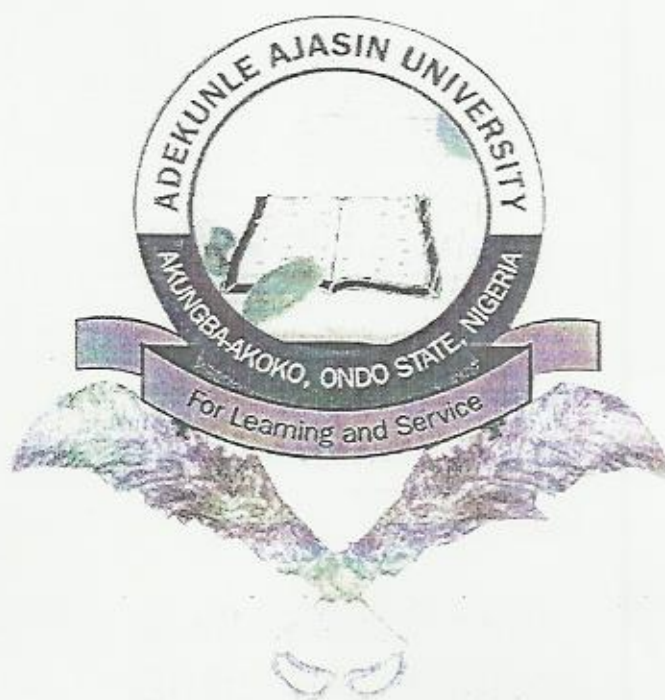
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# FRONTIERS OF EDUCATION AND MANAGEMENT



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All Correspondence to:  
The Editor-in-Chief  
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## EDITORIAL

The Editor-in-Chief, on behalf of the Editorial Board, is pleased to present the Second edition, Vol.2 No.1 of the *Frontiers of Education and Management*, a journal of the Department of Educational Management, Faculty of Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria to the Research community and the world at large. Research is an endless quest for knowledge or an unending search for truth. It generates new ideas/ knowledge that pivot the expansion of the frontiers of human understanding of the universe.

More importantly, education research requires careful planning to choose topics which can be investigated within the constraints of time, capacity and availability of funds. The challenges faced by researchers put into the front burner the need for collaboration and partnership in research and dissemination of consequent information. Research is inevitable to over-come the numerous problems in educational management. It is also required to offer creative, innovative and ingenious ways of resolving challenges in the education industry.

It is imperative that every stakeholder in the education industry offers full commitment to support research in education and educational management in particular.

In order to make research findings available to the reading public, the financial requirements from authors have been reduced considerably. We also hope to publish at least two times in the year.

**Professor Williams Olusola Ibukun**  
**Editor-In-Chief**

#### NOTES ON THE AUTHORS

**Ayeni, Adeolu Joshua, Ph.D.** Department of Educational Management, Adekunle Ajasin University, Akungba Akoko, Ondo State, Nigeria. e-mail: [ayeniadeolu@yahoo.com](mailto:ayeniadeolu@yahoo.com); GSM No. +2348139654848  
**Kutara, Elisha Gyanyidawye, Ph.D.** Former Director of Education, Federal Inspectorate Services, Federal Ministry of Education, Abuja, Nigeria e-mail: [kutara2007@yahoo.com](mailto:kutara2007@yahoo.com); GSM No. +2348037002221

**Aina, Sola, Ph.D** Department of Educational Management Lagos State University  
**Enomhem, Sylvester, c/o** Department of Educational Management Lagos State University  
**Chukwudebelu, Chinwe** Foundation/Administration Alvan Ikoku Federal College of Education Owerri, Imo State

**'SHEU, Adaramaja Adebayo, 'KAYODE, David Jimoh, 'OPALEKE, Olusegun Taiwo & 'OBAJEMU, Victor Michael** <sup>1,2 & 4</sup> Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria & <sup>3</sup>Federal Polytechnic Offa, Offa, Ilorin Metropolis, Kwara State  
Corresponding Author's e-mail & Phone No: [bayomaja@gmail.com](mailto:bayomaja@gmail.com) & +2347057796684

**Quadri Y. Ayodele** [ayodeleq2@yahoo.com](mailto:ayodeleq2@yahoo.com) [ayodeleq2@gmail.com](mailto:ayodeleq2@gmail.com) 08023383489, 08185207590 School of Education  
Department of Educational Foundations Topmost College of Education Ipaja/Agbado, Lagos.

**Oladapo, Samuel Olanrewaju, Ph.D.** Department of Social Science Education Adekunle Ajasin University Akungba-Akoko

**Daniel, Oluwadamilare Isaac, Ph.D.** Department of Educational Management, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria.

**Oladosu, Kamaldeen Korede** University of Ilorin [kamaloladosu@gmail.com](mailto:kamaloladosu@gmail.com) Abstract

**Olaleye, Taiwo Martins** Adekunle Ajasin University, Akungba-Akoko, Department of Educational Management. e-mail: [olaleycetaiwomartins@yahoo.com](mailto:olaleycetaiwomartins@yahoo.com) Phone No.: 08053531074

**Adeosun Olayiwola** +2348036687596 Rector, Grace Polytechnic, Lagos.

**Ezeani, Nneka Salome, Ph.D** Accounting/Business Education Unit Department of Educational Foundation Ekiti State University, Ado-Ekiti Ekiti State. E-mail: [Salonneka@yahoo.com](mailto:Salonneka@yahoo.com) (08035726241)

**Adekunle, A. A., Ph.D** Department of Educational Administration Faculty of Education University of Lagos Akoka-Yaba Lagos State [adekunleakeemunilag@gmail.com](mailto:adekunleakeemunilag@gmail.com) 08033291997, 08029520742

**Tsav, S.A., Ph.D** 4, John Enyi street, Northbank, Makurdi, Benue State. [Stephentsav@yahoo.com](mailto:Stephentsav@yahoo.com)  
08033216851, 08027799121

**Ogunfunmilakin, Ifedayo Bright and Adeniyi, Kayode Daniel** Department of Social Science Education, Faculty of Education, Adekunle Ajasin University, P. M. B. 001, Akungba Akoko, Ondo State, Nigeria. +2348066529617, +2348064933989 [ifebright@yahoo.com](mailto:ifebright@yahoo.com), [kayeco2008@gmail.com](mailto:kayeco2008@gmail.com)

**Akanmu, M. Alex and Fajemidagba, M. Olubusuyi** Department of Science Education, Faculty of Education, University of Ilorin, Ilorin, Nigeria. [akanmu.ma@unilorin.edu.ng](mailto:akanmu.ma@unilorin.edu.ng); [olubusuyi@unilorin.edu.ng](mailto:olubusuyi@unilorin.edu.ng) 08034811990; 08033856354

**Aroge, Stephen Talabi, Ph.D** Department Of Arts Education, Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. [drstaroge@gmail.com](mailto:drstaroge@gmail.com)

**Adelokun, Adedapo, Ph.D.** Obafemi Awolowo University, Ile-Ife, Nigeria. +2348033900670  
[dapoadelokun@gmail.com](mailto:dapoadelokun@gmail.com)

**Madamidola, Victoria Tolulope** Post-graduate College, Obafemi Awolowo University, Ile-Ife, Nigeria.  
+2347038545019 Corresponding Author: [dapoadelokun@gmail.com](mailto:dapoadelokun@gmail.com)

**Mohammed, M.O.B. Ph.D & Gbenu, J. P. Ph.D** [piusjide@yahoo.com](mailto:piusjide@yahoo.com) Department of Educational Management, Lagos State University, Ojo

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## **INFORMATION COMMUNICATION TECHNOLOGY AND STAFF JOB SATISFACTION IN ILORIN METROPOLIS, KWARA STATE, NIGERIA**

**<sup>1</sup>SHEU, Adaramaja Adebayo, <sup>2</sup>KAYODE, David Jimoh, <sup>3</sup>OPALEKE, Olusegun Taiwo & <sup>4</sup>OBAJEMU, Victor Michael**

**<sup>1,2 & 4</sup> Department of Educational Management, Faculty of Education, University of Ilorin, Ilorin, Nigeria & <sup>3</sup>Federal Polytechnic Offa, Offa, Ilorin Metropolis, Kwara State**

**Corresponding Author's e-mail & Phone No: bayomaja@gmail.com & +2347057796684**

### **Abstracts**

*This study investigated the impact of Information and Communication Technology on staff job satisfaction in Ilorin Metropolis, Kwara State, Nigeria. The population of the study comprised all the staff in Ilorin Metropolis, Kwara State. Stratified random sampling technique was used to draw one hundred and fifty respondents from the population to constitute the sample of this study, which were made up of both the teaching and non-teaching staff. The research instrument used was self-designed questionnaire, entitled: 'Information Communication Technology and Staff Job Satisfaction Questionnaire' (ICTEJSQ), with reliability index of 0.5. Moreover the statistical tool used for testing the research hypothesis was Pearson Product Moment Correlation technique (PPMC) at 0.05 level of significance. Frequency counts and simple percentages were used for analyzing the research questions. The result from the analyzed data indicated that, the research hypothesis was rejected. It was also discovered that ICT brought about staff job satisfaction in Ilorin Metropolis, Kwara State; ICT also enabled staff to go for further training to update their knowledge and to gain required skills for effective job performance which could bring about job satisfaction. However, it was also discovered that vast majority of staff in Ilorin Metropolis, Kwara State do not have access to technological tools and facilities such as computer and the internet while at work. It was recommended among others that staff should be put in a better position through the provision of ICT tools and facilities. This will enable them to derive maximum satisfaction from their work. Teaching and non-teaching staff of Ilorin Metropolis, Kwara State should be given the opportunity to attend far and near refresher courses, seminars and workshops on Information Communication Technology at regular intervals. Such courses should be accompanied by handsome monetary allowances so as to motivate the staff.*

**Key Words: Information Communication Technology, Job Satisfaction, Training, Staff, Skills**

### **Introduction**

Information Communication Technology (ICT) in this 21<sup>st</sup> century has become a *sine qua non* in all progress-driven, developed and developing countries of the world. This is evident in the crucial role that ICT is playing in all sectors of a given society.

Akuegwu (2011) rightly remarked that the world presently is knowledge-driven and information age has taken the center stage in virtually everything. Utilization of ICT facilities is therefore a *sine qua non* for qualitative instructional service delivery. Hence, it is widely acknowledged that ICT can be used to improve the quality of teaching-learning process and record keeping as it relates to non-teaching duties, at any level of education. In fact, ICT is becoming a natural part of man's daily life. Thus their use in education environment is becoming a necessity. This has made it imperative that teachers and non-teaching staff, not only need to use Information Technology, but to also find the use of ICT pleasurable. This is to ensure that they participate fully in the life of the contemporary education and to accomplish their everyday task. It will also be tenable to state here that, staff in the education system that deploy ICT tools and facilities tend to derive more satisfaction from their various and respective teaching and non-teaching duties.

One of the foremost works on job satisfaction is the 'Hawthorne Studies'. Arising from the work, Hawthorne used to sum the ultimate findings of Elton Mayo's Studies between 1924 and 1933. Hawthorne effect referred to novel changes in work condition which increase productivity temporarily. Job satisfaction as put forward by Robbins (2005) is the collection of feelings that an individual holds towards his/her job. From the above definition it is pertinent to note that such feelings attached by an employee to a job could arise from the nature of the work; how the worker is being supervised; the salary which the employee receives on the pay day; opportunities for promotion and relation with co-worker and Boss. All these and more are significant elements to bring about job satisfaction which if satisfied could bring about staff capacity development. It is of no doubt that an employee who is satisfied with his job will tend to develop his productive capacity which can bring about both organization and the employee's enhanced productivity. This view was buttressed by Robbins (2005) when he remarked that "when satisfaction and productivity data are gathered for the organization as a whole, rather than at the individual level, we find that organizations with more satisfied staff tend to be more effective than organizations with fewer satisfied staff". (p87)

Judge and Robbins (2007) postulated that people on the average are satisfied with their job overall, with the work itself, and with their supervisors and co-workers. They also claim that staff tend to be less satisfied with their pay and promotion opportunities. However their research was limited in the sense that they were unable to find out in clear term why people dislike their pay and promotion possibilities more than any other aspect of their job.

### **Statement of the Problem**

Information Communication Technology has been given credence for its ability

to transform the educational system in Nigeria (FRN, 2004). Consequently, there are some expected changes which this ought to bring about in the nation's education system as regards its workforce and their job satisfaction. Much more, work on information communication technology has been carried out by Ajayi, Ekundayo and Haastrup (2009) on the application of ICT in Nigerian secondary schools cutting across Ondo and Ekiti States. The findings are; that ICT facilities are lacking in schools; that teachers and students were to a little extent exposed to the use of ICT. Similarly, Olayemi and Omotayo (2012) examined ICT adoption and effective secondary school administration in Ekiti State. The study revealed that, there exists a significant relationship between ICT adoption and effective secondary school administration in the state, though schools understudied were not provided with ICT facilities. Much more, the level of ICT awareness by the secondary schools' administrators was low.

Furthermore, the whole world seems to have shifted interest from working in an isolated system to a networked and inter-connected system, which is what the internet is all about. It is in this light that staff do not only need to be conversant with data processing alone, but also familiarize themselves with the use of internet facilities. In view of the knowledge of the substantial benefits from technological development brought about by ICT to every formal organization, with educational settings not exempted and the awareness as it has been observed, that secondary schools are lacking in the usage of ICT in teaching and learning process, either due to its non-availability, or incompetence on the part of the teachers. Basically, it is on the attempt of filling the existing gap in Ilorin Metropolis, Kwara State on the impact of ICT on staff job satisfaction that this research work has been embarked upon.

### **Purpose of the Study**

The purpose of this study includes the following:

- (i) to identify the impact of Information Communication Technology on staff job satisfaction of both teaching and non-teaching staff of Ilorin Metropolis, Kwara State.
- (ii) to examine the accessibility of staff to ICT facilities and tools in Ilorin Metropolis, Kwara State.
- (iii) to ascertain the extent to which Information Technology has led to Staff (both teaching and nonteaching staff) on-the-job training in Ilorin Metropolis, Kwara State.

### **Research Questions**

The following research questions were raised to address the purposes of this study:

- does Information and Communication Technology bring about staff job satisfaction in Ilorin Metropolis, Kwara State secondary schools?
- do staff of Ilorin Metropolis secondary schools have access to Information and Communication Technology tools and facilities?

- to what extent does Information and Communication Technology facilitate staff training in Ilorin Metropolis secondary schools?

### **Research Hypothesis**

**Ho:** There is no significant relationship between Information and Communication Technology and Staff Job Satisfaction in Ilorin Metropolis, Kwara State secondary schools.

### **Research Method**

The research type is a descriptive correlational survey. It sought respondents' opinion about the relationship between Information Communication Technology and staff job satisfaction in Ilorin Metropolis, Kwara State.

The population of this study is made up of all staff (both teaching and non-teaching) in Ilorin Metropolis secondary schools, Kwara State. Multi Stage sampling technique was used to select participants for this study: firstly, Ilorin Metropolis was stratified in to the existing three local governments in the metropolis; secondly, proportional sampled technique was used to select four schools (40%) from Ilorin West Local Government which have the largest schools in the metropolis, three schools (30%) each from Ilorin East and Ilorin South Local Governments making a total of ten Schools; and lastly by means of stratified random sampling technique, 10 academic and 5 non-academic staff was selected in each sampled school, bringing the total number of respondents to one hundred and fifty (150). These include teaching staff and nonteaching staff, drawn from various units and departments of the sampled schools.

The research instrument is a structured questionnaire entitled "Information Communication Technology and Staff Job Satisfaction Questionnaire" (ICTEJSQ). The 'ICTEJSQ' consists of two sections; A&B. Section A contained items eliciting personal data of the respondent, such as; academic/non-academic department, status, age, gender, experience, qualification and marital status. While Section B deals with items seeking responses on;

- (a) Availability and use of ICT.
- (b) Staff job satisfaction
- (c) Staff accessibility of ICT tools and facilities
- (e) Training of Staff on ICT tools

The respondents were to indicate the extent to which they agree or disagree to each of the items which are on four options of the Likert-type scale. Hence, each question attracts responses of Strongly Agree, Agree, Disagree and Strongly Disagree of which respondents are expected to tick the most appropriate option. The Researchers administered the research instruments directly, with the assistant of each Head of

Department. The instrument, 'ICTEJSQ' was distributed to the sample of the study, most of which were collected almost immediately, while some were delayed till after few days before collection.

The data gathered was statistically analyzed using the statistical package for social sciences (SPSS) to compute the mean, standard deviation, frequency count and percentage of the data gathered. More also, Pearson product moment correlation formula, was used to correlate the research variables and to determine the rejection or non-rejection of the formulated null hypothesis, which hinged on whether the calculated "r" value is greater than the critical "r" value or vice-versa, in each case. With the above procedure, the researchers were able to measure the relationship that exists between the study variables.

## Results

### Research Questions

*Question 1: Do staff of Ilorin Metropolis, Kwara State have access to Information and Communication Technology tools and facilities?*

Table 1

**My Office has a Computer set which I operate to enhance my Job**

|                   | Frequency | Percent | Cumulative Percent |
|-------------------|-----------|---------|--------------------|
| Invalid           | 1         | .7      | .7                 |
| Strongly Disagree | 46        | 30.7    | 31.3               |
| Disagree          | 47        | 31.3    | 62.7               |
| Agree             | 44        | 29.3    | 92.0               |
| Strongly Agree    | 12        | 8       | 100.0              |
| Total             | 150       | 100     |                    |

The result on table 2 revealed that staff in Ilorin Metropolis, Kwara State are not adequately provided with ICT tools and facilities as 93 respondents (which represents about 62%) out of 150 research subjects 'Disagreed' to the above question, claiming that they do not have access to ICT tools such as computer to enhance their job.

*Question 2: To what extent does Information and Communication Technology facilitate staff training in Ilorin Metropolis, Kwara State?*

**Table 2**  
**Staff training through Information and Communication Technology in Ilorin Metropolis, Kwara State?**

|                   | Frequency | Percent | Cumulative Percent |
|-------------------|-----------|---------|--------------------|
| Invalid           | 1         | .7      | .7                 |
| Strongly Disagree | 17        | 11.3    | 12.3               |
| Disagree          | 21        | 14      | 26                 |
| Agree             | 85        | 56.7    | 82.7               |
| Strongly Agree    | 26        | 17.3    | 100.0              |
| Total             | 150       | 100     |                    |

Table 2 results showed that ICT provides staff the opportunity to go for further training for skills acquisition on technological tools and facilities in Ilorin Metropolis, Kwara State, as 111 respondents (which represents about 74%) out of 150 research Subjects 'Agreed' that they have received training on ICT.

#### **Research Hypothesis**

*Ho: There is no Significant Relationship between Information and Communication Technology and Staff Job Satisfaction in Ilorin Metropolis, Kwara State secondary schools*

**Table 3**  
**Information and Communication Technology and Staff job satisfaction in Ilorin Metropolis, Kwara State**

| Variables                                  | N   | X    | SD    | DF  | Calc.r | Criticl.r | Decision       |
|--------------------------------------------|-----|------|-------|-----|--------|-----------|----------------|
| Information<br>Communication<br>Technology | 150 | 3.20 | 0.705 | 148 | 0.361  | 0.195     | Ho<br>Rejected |
| Staff Job<br>Satisfaction                  | 150 | 3.01 | 0.675 |     |        |           |                |

The table 3 indicates that the calculated r- value is greater than the critical r- value (since  $0.361 > 0.195$ ) at 148 degrees of freedom and 0.05 level of significance. Hence, the null hypothesis ( $H_0$ ) which states that 'there is no significant relationship between information communication technology and staff job satisfaction in Ilorin Metropolis, Kwara State' is rejected. This implies that there is a significant relationship between ICT and staff job satisfaction in Ilorin Metropolis secondary schools, Kwara State.

### **Discussion of the Findings**

#### **Hypothesis**

**$H_0$ :** There is no significant relationship between information communication technology and staff job satisfaction in Ilorin Metropolis, Kwara State.

The above hypothesis ( $H_0$ ) was rejected. This result implies that there is significant relationship between ICT and staff job satisfaction in Ilorin Metropolis, Kwara State. The results of the data gathered under this hypothesis revealed that ICT to a large extent is associated with staff job satisfaction, as staff disclosed that they were happy, and most times felt fulfilled whenever there was a work to do, or a thing to search for on the web and there was a standby computer with internet facility on ground to enhance their job. It was discovered that ICT prevents the loss of files that is associated with the traditional filing system. This study support the finding of Talab and Makshapathy (2011) that discovered that, a significant relationship exists between ICT and staff job satisfaction when Talab and Makshapathy said "staff are considered valuable assets of any organization, and the success of any organization is linked to the satisfaction of its staff. On the other hand, the infusion of ICT into different organization activities has changed the way in which staff work and consequently, the way they view their work".

### **Research Questions**

The research questions that were set are indicators of staff job satisfaction. It is of no doubt that before an employee could derive any satisfaction of whatsoever degree from the use of ICT tools and facilities, he/she should have been trained on how to effectively utilize ICT and as well have access to these tools and facilities. All staff, either teaching or non-teaching should be given the opportunity to attend far and near refresher courses, seminars and workshops on information and communication technology at regular intervals. Such courses should be accompanied by handsome monetary allowances so as to motivate the staff.

### **Conclusions**

It was evident from the research work that the usefulness and the impact of Information Communication Technology on staff job satisfaction cannot be dismissed with a wave of hand. This is so because ICT which is essentially computer-based is

extremely indispensable not only in the academic departments, but also in nonacademic units, or sections of the school.

In specific term, it was gathered that in secondary schools in Ilorin Metropolis, Kwara State, Information Communication Technology (ICT) does the following: ICT had positive influence on job satisfaction; ICT facilitated staff training; but, staff still have limited access to ICT tools and facilities.

### **Recommendations**

It is therefore recommended that:

Employers in the field of Education, particularly governments at various levels should ensure that staff derived satisfaction from work condition which could be through the provision of ICT tools and facilities and training, if educational goals are to be effectively achieved.

ICT tools and facilities should be made available to not only the nonteaching staff of the schools alone, but also to members of the teaching staff. Therefore, the idea of having a computer (connected with the internet) room for members of secondary schools' staff is hereby recommended.

All staff, either teaching or non-teaching staff of Ilorin Metropolis secondary schools, Kwara State should be given the opportunity to attend far and near refresher courses, seminars and workshops on information communication technology at regular intervals. Such courses should be accompanied by handsome monetary allowances so as to motivate the staff.

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