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AN ASSESSMENT OF SENIOR SECONDARY SCHOOLS STUDENTS' COMPUTER LITERACY IN LEARNING CIVIC EDUCATION IN KWARA STATE

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Abstract

This study examined senior secondary school students' computer literacy in learning civic education in Kwara State. It specifically assessed the level of computer literacy among senior secondary school students; investigated difference in computer literacy of students based on gender, as well as their attitude towards the use of information and communication technology in civic learning. The study adopted the descriptive survey type. The population for the study consisted of all senior secondary schools' students in Kwara State. The target population was the SSS2 students. Stratified and simple random sampling techniques were used to select schools and students. A researcher-designed structured questionnaire was used to obtain data from the respondents and data collected were analyzed using percentages and t-test statistical technique. Results revealed that senior school students' computer literacy was at moderate level with highest frequency of 86 respondents (57.3%). Also, no significant difference in students negative attitude, ($M = 10.33$, $SD = 3.86$) and the students with positive attitude ($M = 9.60$, $SD = 3.42$); $t(148) = 1.230$, $p > .05$ towards the use of ICT in civic learning but there was a significant difference in computer literacy of male, and female senior secondary school students towards civic knowledge. The study concluded that the level of computer literacy among senior secondary school students is moderate enough for sustainability of civic learning. The study thus recommended that Social Studies educators are encouraged to engage the students in learning civic through application and interaction with computer and other ICT gadgets.

Introduction

The role of computer education in nation building especially in this 21st century is inevitable for all and sundry. Compliance to computer literacy keeps increasing on daily basis. This is due to the functionality of computer education in every human endeavor. Indeed, aspiration for computer knowledge is primarily important in educational sectors before any other realms of societal institutions. Kelani and Akinrinmade (1998) described the role of computer to include accepting, storing and retrieving vital data through arithmetic and logic operations at high speed to produce desired results with possible minimum human intervention. This definition suggests that a computer is an electronic functional ware that assists in making human effort easier, faster and stress-free. The presence of internet facilities in schools will no doubt provide benefit service to learning of civic education. Computer literacy is the knowledge and ability to use computer and technology efficiently. Aitokhuehi, and John, (2014) opined that literacy in computer is the comfort level of manipulating computer programs and other application that are related to computers. It can be deduced that computer literacy is the ability to operate computer hardware and software in order to achieve a particular objective. Afolakemi, (2008) considered computer literacy as the dexterity in computer application for educational management and record keeping.

Fagbohunbea and Longe (2009) opined that learning process would lead to a relatively permanent change in behavior due to experience and practice. Therefore, there is a connection between effective computer literacy and civic learning in schools. This is evident in the use of computer literacy in conducting researches through internets to enhance better understanding of citizenship responsibility and democratic culture. There is greater tendency for concrete civic learning if knowledge of computer literacy is involved. Similarly, Oyeyinka (2001) opined that performance is an index of learning. Manipulation of computer by students for civic learning is capable of yielding desirable change in behavior of the learners. Introduction of computer education in senior secondary would not only make the students at the level to be computer literate but to use the knowledge in boosting their career in various subjects especially

in civic learning and Social Studies. Computer literacy is about being knowledgeable in the computer and its applications (Rochester & Rochester, 1991). Literacy in Computer means the knowledge and ability to use computers and understanding of a range of skills covering elementary programming and advanced problem solving.

Information communication technology' (ICT) use for civic education is the systematic and organized device used in gathering, storing, retrieving processing analyzing and transmitting data for civic instruction (Uroko, 2006). Aliyu (2009) described information as raw data that are processed into meaningful form. This shows that information gathered for civic learning is never valuable unless it is communicated in the right way to the user. Danope (2000) opined that information communication is a two – way process which involves imparting and receiving information from two opposing people. This shows that knowledge of ICT is for both the teacher and the students of civic education.

In addition, communication is a transaction: symbolic process, which gives people the opportunity to relate and manage the environment by establishing human contact, exchanging information, reinforcing the attitude and behaviors of others (Ike, 2009). Technology is the systematic application of scientific or other organized knowledge for practical tasks in schools and industries (Okeke, 2006). It is a complete integrated process for analyzing problems controlling and evaluating those problems. Sustainability of teaching and learning of civic education in school depends on integration and organization of men, machines and ideas for problem solving. This is the reason Imogie, (2008) opined that information technology includes process system management and control mechanism of human and non-human. Danape (2000) highlighted communication technologies to include all media employed in transmitting audio, video, data and multimedia messages through hosts such as cable satellite wireless radio, infra-red, bluetooth and Wi-Fi etc. Computer technologies include all removable media such as optical disk, disk flash memories, video books, multimedia projectors, interactive electronic board etc. However, students' access to the technologies would make local and global civic

learning information easily accessible and feasible.

The entire sectors of education have been altered greatly due to application of ICT. Blurfon (2002) opined that information and communication technologies (ICT) greatly facilitate the acquisition and absorption of knowledge offering developing countries unprecedented opportunities to enhance educational systems, improve policy formation and execution and widen the range of opportunities for businesses. ICTs can sustain the quality of teaching and learning of civic education in several ways through increasing motivation of learners, as well as improving and facilitating of skills of pre-service teachers. Bates (2002) described students literacy in ICTs as revolution in shift from teacher centered to learner centered environment. Concept of e-learning or e-teaching becomes a household in education today which is needed to be sustained for effectiveness of teaching and learning of civic education.

Chime (2004) opined that the application of electronic devices such as computer, radio, television, camera, and projectors e.t.c in the teaching and learning process improves understanding of the subject matter. Information and Communication Technology could be instrumental to design of distance learning to promote civic education and computer based test would cope with multitude of learners to sit for civic examination being one of the core subject in school.

Introduction of Information and Communication Technology for secondary schools project tagged "School Net" in 2006 by the Ministry of Education has offered much influence on students' computer literacy (Adomi & Anie 2006). School-Net Nigeria; project is a sort of contribution of nongovernmental organizations such as MTN, Busy net, Zinox computers, and First bank etc to tackle low level of Nigerian secondary school students use of ICT. The main rationales behind intervention of various firms such as in School-Net project include: (i) Implementing, supporting and coordinating ICT development projects in education. (ii) Providing and supporting lower-cost scalable technology solutions and internet for schools. (iii) Providing support mechanism for schools for technical infrastructure connectivity (Ofoedu, 2001).

Each school receives a minimum of 10 computers to

encourage the use of ICT. Omololu (2001) opined that Mobile Internet Unit (MIU) was commissioned by the Federal Government of Nigeria to take the internet facilities to rural areas and to make primary and secondary schools have accessibility to computer literacy. Olorunsola (2007) described application of e-learning in the developed world to education as a measure to encourage both dependent and collaborative learning environments in which students can learn the new same idea in interactive and more exciting manner. This can be tapped for sustainability of teaching and learning of civic education under broad curriculum of Social Studies even at senior secondary school level.

On the gender factor, this connotes the attributes, roles, beliefs and attitudes that connect to being a man or a woman in the society. Nworgu (2006) described gender as socially ascribed attribute opposed to sex, which is the biological feature. The interest in computer knowledge has been stereotyped along gender lines to be meant for male learners. This may be due to prejudice that male students may be more intelligent than female to cope with technicality of computer knowledge. Mathesus, Schitteck, Nattestad, Shanley, and Attstorm, (2005) opined that women usually perceive computers as machines, which is often meant for the masculine to manipulate and thus complicated for female. The thinking is that female students has phobia for computer because of the feeling that it is not a machine for female folks. Usman (2006) added several factors in and outside the classroom that make female students run away from computer technology. Such factors include the perception of men as media experts in technology, societal lofty expectations of difficult goals for boys and little task for girls, the structure of learning tasks, the nature of feedback in performance situations, and the organization of the classroom seating. These factors may also influence the use of computer knowledge for sustainability of civic education in which male students may use ICTs often more than girls may solve civic learning issues.

Haddad and Jurich (2002) observed gender imbalance in the use of computers and other technologies. In the same vein, Jensen (2002) remarked that problem of gender disparity in use or access to ICTs is a continuous issue to be tackled in countries worldwide.

However, the intense of women liberation movements and advocacy for girl child education seems to be yielding fruitful result in bridging gender gap between male and female in learning. (Vincent & Vincent, 2005).

Statement of the Problem

It is not news that civic education as a component of social studies has been disarticulated and given a discipline identity in senior secondary schools in Nigeria. However, introduction of civic education at this level is an additional role expected of social studies educator. The use of computer and other information technology facilities all over the world helps to make work easier and faster. Despite the numerous benefits of the use of computer especially in this 21st century, some learners still distant themselves from utilizing available computer facilities to influence their academic performance. Evoli (2007) opined that Nigerian secondary school students require ICT competence to survive in their subject areas. Zarai, Rokhafruz, & Diainat (2012) compared the means scores of computer literacy of first year clinical students in Vienna on the basis of gender, and the result showed that 94% of the students attested to accessing and using computers. Of this number, only 26% of the female students used computers frequently. The need for better understanding of civic education now and in the future demands a good background in computer literacy. Learning of civic education needs to be explored through computer application as a way of ensuring sustainability of the subject. Not many efforts have been geared towards this trend and thus motivate this study to find out the effectiveness of computer literacy as an implication for sustainability of civic learning among senior secondary school students in Kwara State.

Research Questions

The study attempted to provide answers to the following questions:

1. What is the level of computer literacy of the senior secondary school students in relation to civic learning in Kwara State?
2. What is the attitude of senior secondary school students in Kwara State towards use of Information and Communication Technology in

civic learning?

3. What is the difference in computer literacy impact on civic learning of senior secondary school students in Kwara State based on gender

Hypotheses

H_{01} : There is no significant difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

H_{02} : There is no significant difference in computer literacy impact on civic learning of senior secondary school students in Kwara State based on gender

Methodology

Stratified sampling technique was used to categorize senior secondary schools in the state according to the three senatorial districts i.e Kwara north, central and south. Therefore, ten senior secondary schools were randomly selected from each of the existing senatorial districts, which resulted into the thirty schools that were involved in the study. Five students were later randomly picked among the SSS2 students in each of the thirty sampled schools, which culminated into one hundred and fifty senior secondary school students that participated in the study. The instrument used to collect the data in the study was a four-scale Likert-type researcher-designed structured questionnaire with split half reliability co-efficient of 0.84. Experts in test and measurement validated the questionnaires. The researcher administered the questionnaires with the help of three research assistants. The data collected were analyzed using percentages and t-test statistical technique.

Results and discussions

Table 1: Distribution of the Students by Gender

Gender	Frequency (f)	Percent (%)
Male	77	51.3
Female	73	48.7
Total	150	100.0

Table 1 shows the distribution of the students by gender. Out of the 150(100.0%) students sampled for this study, 77(51.3%) were males while 73(48.7%) were females.

Research Question

RQ1: What is the level of computer literacy of senior secondary school students in civic learning in Kwara State?

Table 2: Level of Computer Literacy of Senior Secondary Students in relation to civic learning in Kwara State.

Level of Impact	Score Range	Frequency (f)	Percent (%)
Low	0-3	40	26.7
Moderate	4-6	86	57.3
High	7-9	24	16.0
Total		150	100.0

Table 2 shows the level of senior school students' computer literacy in relation to civic learning in Kwara State. It is shown from the result that senior school students' computer literacy in relation to civic learning was at moderate level with highest frequency of 86 respondents and (57.3%). Although the computer literacy level was not high but it can be concluded that the sustainability of civic learning can be ensured with moderate status of students' computer literacy levels.

H_{01} : There is no significant difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

Table 3: t-test of difference in the attitude of senior secondary school students in Kwara State towards the use of Information and Communication Technology in civic learning

Attitude	N	Mean	SD	SEM	T	df	p	Decision
Negative Attitude	73	10.3288	3.85881	.45164	1.230	148	.221	Do not reject
Positive Attitude	77	9.5974	3.41922	.38966				

It can be observed from table 3 that there was no significant difference among the students with negative attitude ($M = 10.33$, $SD = 3.86$) and the students with positive attitude ($M = 9.60$, $SD = 3.42$); $t(148) = 1.230$, $p > .05$ towards the use of ICT in civic learning. Since the p-value is greater than .05 thresholds, therefore, the stated null hypothesis was upheld. It can be concluded therefore that there was no significant difference in the attitude of senior secondary school students in Kwara State towards the use of ICT in civic learning. However, the students exhibited a higher negative attitude towards the use of ICTs in civic learning with 10.33 mean score.

H_{0i} : There is no significant difference in computer literacy of senior secondary school students in Kwara State based on gender

Table 4: T-test of difference in computer literacy of senior secondary school students in Kwara State based on gender

Gender	N	Mean	SD	SEM	T	df	p	Decision
Male	77	11.0260	2.82831	.32232				
					.780	148	.436	Do not reject
Female	73	10.6575	2.95437	.34578				

literacy of male, ($M = 11.03$, $SD = 2.83$) and female $M = 10.66$, $SD = 2.95$; $t(148) = .780$, $p > .05$ in the sampled schools. Since the p-value is greater than .05 thresholds, therefore the stated null hypothesis was upheld. From the result therefore, even though the male students had a higher mean score of 11.03, yet it shows no significant difference as compared to their female counterparts that scored 10.66.

Discussion of the findings

Based on the outcome of this study, the senior school students' computer literacy in civic learning was at moderate level. This study revealed that students in senior secondary schools have benefited immensely from the School Net projects as provided by numerous stakeholders in education. This result is in line with the submission of Adomi and Anie (2006) that the essence of School-Net Nigeria project is to tackle low level of Nigerian secondary school students' use of ICTs. This status of student computer knowledge might be a good threshold to achieve effectiveness of computer literacy for

sustainability of civic learning in senior secondary schools.

The study also indicated no significant difference in the attitude of senior secondary school students in Kwara State towards the use of ICT in civic learning. Although Usman (2006) identified several factors including negative feeling towards the use of computer in the classroom by students, this result rather negates this impression as students with negative and positive attitude do not differ significantly towards use of computer. Therefore, the main issue is how accessible are computer facilities to the use of students irrespective of their attitudes.

The study also revealed that male and female students in the senior secondary schools do not differ significantly in computer literacy for civic learning. This implies that computer literacy is for all gender to achieve. This results negates the submission of Usman (2006) who submitted that several factors in and outside the classroom make female students run away from computer technology. Therefore, the use of computer knowledge in teaching and learning of civic education in schools has been beneficial to both male and female students.

Recommendations

Based on the findings of this study, the following recommendations were made:

Social Studies educators are encouraged to engage the students in learning civic education through application and their interaction with computer and other ICT gadgets.

Constant and adequate engagement of students in computer related learning or assignment would further make them to create interest in computing and thus increase their confidence in using it for civic knowledge.

There should be no disparity in provision of computer knowledge in boosting civic learning among the male and female students.

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