# Attitudes of Academic Staff of Aminu Saleh College of Education towards    Using ICT for Research

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***Abstract:*** *This study focus on investigating the Attitudes of Academic Staff of Aminu Saleh Colleges of Education Azare towards Using ICT for Research. Descriptive survey design was adopted in the study. A sample of 100 academic staff was selected randomly from the total population of 450 academic staff in the study. Academic Staff ICT Usage in Research (ASICTUR) which is 20 items questionnaire was developed and used for data collection by the researchers. Frequency tables and percentage were used in analysing the data collected. Findings from the study revealed that the academic staff do not have free access to internet services in the College and have difficulty in preparation and manipulation of database management. The study recommended that the College management should provide internet service and make it easily accessible to the academic staff of the College.*
***Keywords:*** *Attitude, Academic staff, ICT and Research.*

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## I. Introduction

Teachers play a crucial role in the development, adoption and Implementation of any educational curriculum or innovation. This role becomes even more critical in adoption and integration of information and communication technology (ICT) into the education programme of a country. Carlson and Gadio (2002) state that teacher training in the use of ICT is the best starting point in the ICT policy of a country because they are the key to making learning easy. This, according to them, is so because teachers who succeed in making use of ICT in their work process, do not only contribute to improved learning outcomes in their students, but may also benefit personally from enhanced work productivity, reduced isolation and increased professional satisfaction.

ICT are seen as important tools of advancement. One of the most critical issues in developing and maximizing the benefits of ICT in teaching and learning work is the level of confidence and acceptance of academic staff in using ICT to gain its benefits in their work. Milbrath and Kinzie (2000) indicated that in order to be effective users of ICT and role models for students' computer use, academic staff must have positive computer attitudes and feel self-efficacious in using them.

### Statement of the Problem

The importance of using ICT in teaching and learning as well as academic research could not be over – emphasized. Kumar et al. (2008) argued that it is important to investigate the factors that affect the use of ICT by teaching staff. This informed the researcher's decision to investigate the use of ICT in research among Academic staff of Aminu Saleh College of Education, Azare Bauchi state.

### Purpose of the Study

The purpose of this study is to find out the attitudes of Aminu Saleh College of  Education, Azare academic staff  towards using ICT for research. Specifically, this study soughs to:
I.   Find out ownership and access of ICT tools among the Academic staff of the College.
II.  Determined the competence of computer usage among the college academic staff.

### Research Questions

The following research questions are raised to guide the study:
I.   Were there ownership and access to ICT tools among academic staff of the College?
II.  Are the academic staffs in the College competent in the use of computer for research?

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# II. Literature Review

**Methodology**
**Research Design**
This study adopted the descriptive survey research design. Olaitan, Ali, Eyo and Sowande (2000) reported that d escriptive survey is used to study large or small population by selecting and analyzing data collected from respo ndents through the use of questionnaire. Descriptive survey research is suitable for this study because the study obtained data from teaching staff in Aminu Saleh College of Education Azare through the use of questionnaire.

**Population of the study**
The population for the study comprised all the academic staff of the College with population estimate o f 450 in the payroll of Bauchi state government.
**Sample and Sampling Technique**
100 academic staff of the College was drawn randomly from the target population of 450 as the sample of the st udy.

**Instrument of Data Collection**
The instrument for data collection in this study was a structured questionnaire named "Academic Staff ICT Usage in Research" (ASICTUR). ASICTUR is a 20 items questionnaire developed by the researcher. The q uestionnaire is divided into two (2) categories which are: Ownership and access of ICT tools among the College academic staff and competency of computer usage in research. Two response options of Yes and No were provi ded in the instrument for the respondents to select the best option that represent their opinion.

**Validation of the Instrument**
The draft copy of the instrument was given to three experts in the department of computer science educ ation of the College for face validation. The face validation of the instrument was done by the experts after who m the instrument was administered to the respondents.

**Method of Data Collection**
The research instrument was administered to the respondents by researcher with the help of three resear ch assistants who helped in the administration and retrieval of the instrument to and from the respondents. Out o f the 100 questionnaires distributed to the respondents, 92 copies of the instrument were retrieved representing 9 2% return rate.

**Data Analysis**
The data collected from the respondents were analysed using frequency tables and percentages in descri bing the opinion of the respondents.

**Findings**
The findings from the study were obtained from the analysis of the data collected and presented as follows;

**Research Question 1**: Were there ownership and access to ICT tools among academic staff of the College?

**Table 1: Ownership and Access of ICT tools among the academic staff of the College.**

| S/No. | Owner and Access | Response | | | |
|---|---|---|---|---|---|
| | | Yes | | No | |
| | | F | % | F | % |
| 1. | Do you have your own personal computer? | 83 | 90 | 09 | 10 |
| 2. | Do you have access to internet services? | 81 | 88 | 11 | 12 |
| 3. | Do you get access to internet in the College? | 05 | 05 | 87 | 95 |
| 4. | Did you attend any development program on ICT (workshops, seminars, trai ning)? | 65 | 70 | 27 | 30 |
| 5. | Does the College sponsors the programs you attended? | 18 | 20 | 74 | 80 |

Source: Field Survey, 2015

Key: F= Frequency, %= Percentage
Table 1 above revealed that academic staff in the College do not get free access to internet services in the colleg e (item 2), and the College do not sponsored its academic staff to attend ICT development programmes (item 5).
**Research Question 2:** Are the academic staff in the College competent in the use of computer for research?

**Table 2: College Academic staff competency in the use of computer for research.**

| S/No. | Competency in the use of computer | Response | | | |
|---|---|---|---|---|---|
| | | Yes | | No | |
| | | F | % | F | % |
| 1 | I am familiar with the type of OS in my computer | 63 | 68.5 | 29 | 31.5 |
| 2 | I am familiar with the capacity of my computer RAM | 70 | 76.1 | 22 | 23.9 |
| 3 | I am familiar with the capacity of my computer HDD | 53 | 57.6 | 39 | 42.4 |
| 4 | I am familiar with the speed of my computer processor | 61 | 66.3 | 31 | 33.7 |
| 5 | I can recognize the difference between the desktop and windows | 81 | 88.0 | 11 | 12.0 |
| 6 | I can recognize the difference between files and folders | 89 | 96.7 | 03 | 3.3 |
| 7 | I can use a start menu | 90 | 97.8 | 02 | 2.2 |
| 8 | I can open and close document | 91 | 98.9 | 01 | 1.1 |
| 9 | I can use microsoft word to edit, format and print documents | 84 | 91.3 | 08 | 8.7 |
| 10 | I can save document | 91 | 98.9 | 01 | 1.1 |
| 11 | I can copy and paste document | 85 | 92.4 | 07 | 7.6 |
| 12 | I can delete the documents | 91 | 98.9 | 01 | 1.1 |
| 13 | I can prepare and manipulate a spreedsheet like Excel | 54 | 58.7 | 38 | 41.3 |
| 14 | I can prepare and use powerpoint | 47 | 51.1 | 45 | 48.9 |
| 15 | I can prepare and manipulate a data base like Acess | 40 | 43.5 | 52 | 56.5 |

Source: Field Survey, 2015.

Key: F= Frequency, %= Percentage

Table 2 above revealed that academic staffs in College were competent in the use of computer for research except in the area of preparation and manipulation of data base (Access), item number 15.

### III. Discussion of Findings

Data regarding research question 1 revealed that most of the academic staff in the College own personal computers, have access to internet mostly outside the College and attended ICT development programmes mostly through self-sponsored. The findings of this study is in agreement with the findings of De Morentin, Amenabar, & Lareki, (2011) that state majority of the faculty members involved in their study were self-taught and Archibong, Ogbuiji and Anijaobi Idem (2010) who report that majority of the faculty members in university of Calabar Nigeria financed their ICT trainings programmes.

Data analysis regarding research question 2 revealed that academic staff in the College have difficulty in the preparation and manipulation of Data base (Access). The findings of this study agreed with the finding of Samuel and Nkechi (2016) who reported that respondents had low skills in desktop publishing, database management, and programming.

### IV. Conclusion and Recommendations

The findings of this study revealed that academic staff of Aminu Saleh College of Education Azare do not have frequent free access to internet in the College, do not enjoy sponsorship to attend ICT development programmes and have difficulty in the preparation and manipulations of database management.

In the light of the findings of this study, the researcher recommends that:

1.  The management of Aminu Saleh College of Education Azare should as a matter of need provide internet services and make it easy accessible to the academic staff.
2.  The College management should from time to time sponsor its academic staff to attend ICT developmental programmes to enhance their efficiency in ICT usage in conducting research.
3.  The College management should organise internal workshops/ Trainings specifically to train the academic staff on the preparation and manipulation of database management.

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