

## Chi-Square Analysis of the Survey of ICT Availability and Competency of Secondary Schools' Guidance and Counseling Officers in Bwari Area Council FCT Abuja, Nigeria

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### Abstract

*The quest for the use of Information and Computer Technology (ICT) by Guidance and Counseling Officers to discharge their duties in Bwari Area Council FCT Abuja, Nigeria, is of importance and has been emphasized. This study investigates the availability and competency of Guidance and Counseling Officers on the use of ICT. It also examines the influence of gender on Guidance and Counseling Officers' perceived self efficacy. A total of One hundred and fifty (150) questionnaires were distributed out of which to a total of one hundred (100) were retrieved from Guidance and Counseling Officers (50 male and 50 females) in Bwari Area Council of Federal Capital Territory, Abuja Nigeria, who were asked to indicate the availability and their level of competence in the use of ICT. The validity of the questionnaire was approved by three experts in the field. The Cronbach's alpha reliability coefficients were 0.91, 0.83, 0.79 and 0.88 for experience of using computers, level of competency in basic computer operations, competency in using computer software and total score respectively. Percentage analysis showed that 72% of the Officers do not have the required experience in the use of computers, computer basic operations and the use of application software. The chi-square analysis indicated no significant difference between male and female Guidance and Counseling Officers' competence in the use of computers, computer basic operations and the use of application software. It is recommended that the Officers should go extra mile in improving themselves as the professional development training provided by the government has proved inadequate. Guidance and Counseling Officers should be given adequate basic and advanced training on the use of ICT during their school training.*

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**Keywords:** Availability and Competency, Analysis of the Survey of ICT, Chi-Square, Guidance and Counseling Officers, Secondary School

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## INTRODUCTION

The rapid growth in Information Communication and Technologies (ICT) have brought remarkable changes in the twenty-first century and affected demands of the modern society. ICT is becoming increasingly important in our daily lives as well as in educational systems. Therefore, there is a growing demand on educational institutions to use ICT to teach the skills and knowledge that students need for the 21st century. Specifically FCT are schools expected to have guidance and counseling units with officers that are ICT complaint. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities in order to bridge the existing technology gap in teaching and learning processes, guidance and counseling inclusive. This restructuring requires effective adoption of technologies into existing learning environments in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity.

Education has immensely contributed to an increase in developing knowledge, providing an enabling environment for innovation and in building human capital required for a potential knowledge economy. Global developments in education and challenging ICT demands have made a remarkable shift in the structure of the enabling ICT environment and the utilization of ICT technologies in education of which guidance and counseling guidance and counseling is an integral part of the system. Such technologies have become the key force of the digital network in an era of technology-driven education. More schools and communities now have access to and use ICT resources to join the global economy with knowledgeable workers who have 21st century skills and are inspired by life-long learning.

ICTs have great potential for knowledge dissemination, effective learning, and the development of more efficient guidance and counseling and other educational services. Moreover, the adoption of ICT by education has been seen as a powerful way to contribute to educational change, better prepare workers in educational sector and students for the information age, improve learning outcomes and competencies of learners and equip students with survival skills for the information society. Various arms in the educational sector including guidance and counseling officers are expected to integrate ICT into their work processes. To successfully initiate and implement educational technology in the schools' programs depend strongly on the teachers' and guidance and counseling officers' support and attitudes.

It is believed that if teachers as well as guidance and counseling officers perceived technology programs as neither fulfilling their own needs nor their students' needs, it is likely that they will not integrate the technology into teaching and learning and guidance and counseling work. Evidence suggests that teachers' attitudes and beliefs influence successful integration of ICT into teaching (Hew and Brush (2007); Keengwe and Onchwari (2008)). If teachers' attitudes are positive toward the use of educational technology, then they can easily provide useful insight about the adoption and integration of ICT into teaching and learning processes. ICT has earned prolonged importance within the past two decades. The accessibility of a massive extent of facts, resources via internet, improvements of technology in the field of ICT and a prolonged pliability in organizations and corporations has intensified the knowledge boom and information worldwide (Hasan and Sajid, 2013). Daniels (2002) opined that ICT has turned out to be one of the fundamental pillars of present day society. ICT is considered as to be a source of learning

simple competencies, skills and concepts by many of the countries as well as the concepts of ICT integrated with education, alongside analyzing, writing and numeracy.

ICT is not only computer systems and computing associated sports as most people regard it though computers and their software play an extensive position in cutting-edge data control. Other technology structures also contain ICTs phenomenon. The Radio Assisted Instructions (RAI), Internet Assisted Instructions (IAI), CAI, TV Assisted Instructions (TAI) are examples of other ICT-assisted instructions areas (UNESCO, 2014).

The educational arena has been influenced by ICT and positively affected teaching and learning, guidance and counseling as well as the research sector. Among the studies that tested the advantages of quality of education include the following;

ICTs have the ability to originate, boost up, improve, and deepen abilities, to encourage and interact with students, so that they could be able to utilize their skills in practical fields, generate financial capability for future personnel and enhance the teaching and learning experiences (Okoro and Ekpo, 2016).

ICTs have extended rise of attention of the students. ICTs has brought about revolutionary changes and totally changed the scope of education in the last few years. Most of the countries in Europe, ICT and its use have attained top level importance in education during the last decade, Khan (2015).

ICT is used by teachers to guide old-fashioned learning strategies, for example, in getting information where college students are ‘submissive’ of information as opposed to ‘active producers capable to take part within the gaining knowledge of technique. It is entitled how ICT can encourage and improve the educational process. In UK ICTs use in education is emphasized due to two primary objectives.

First, ICT can alternate the lesson s’ speed: they specified that kids want to broaden adequate capacities and talents from the new potentials provided by the use of ICTs. Secondly, a huge number of students are there in UK who has the interest to contribute in research and want to learn how to operate new technologies that can expand quality of teaching and learning at educational environment so this might help the inexperienced persons to attain higher results, Lawsent and Vincent (1995).

By the wide ranged use of the ICTs It has great impact on students’ academic performance. ICTs assist them to get increase in education, make stronger the implementation of education to the progressively virtual place of work, and raise instructional best. The practice of presenting ICTs in the classroom and other academic situations everywhere in all over the world a long time indicates the potential and effective utilization of ICTs in education, Valasidou and Bousiou (2005).

Also some studies that looked into the relationship between teachers’ perception of ICT and their actual integration of ICT into teaching and learning processes are: Eugene (2006) who explored the effect of teachers’ beliefs and attitudes towards the use of ICT in classrooms. He used observation method to collect data on teachers’ beliefs and attitudes. The study revealed that there was inconsistency between teachers’ beliefs and their actual use of technology in the classroom. It was found that there was no match between Teachers’ beliefs and teaching practices.

Simonson (2004) in a quantitative study to explored the beliefs of primary school teachers and the use of ICT in teaching. This study revealed that teachers' beliefs and attitudes had a correlation to their use of ICT technology. Drent and Meelissen (2008) studied the factors that affect the innovative use of ICT by teacher educators in the Netherlands drawing a sample of 210 teachers and found that student-oriented pedagogical approach, positive attitude towards computers, computer experience and personal entrepreneurship of the teacher educator have direct positive influence on the innovative use of ICT by the teacher.

According to Huang and Liaw (2005) teachers' attitudes towards technology influence their acceptance of the usefulness of technology and its integration into teaching,. The survey conducted by Schoolnet (2010) on teachers' use of Acer net books involving six European Union countries found that a large number of participants believed that the use of net book had positive impact on their learning, promoted individualized learning and helped to lengthen study beyond school day. Evidence suggested that a few teachers believed that the benefits of ICT were not clearly visible. The empirical survey revealed that one fifth of European teachers believed that the use of ICT in teaching did not enhance their students' learning, Korte and Husing (2007).

Harnessing, (2011) conducted a survey of UK teachers which also revealed that teachers' positivity about the possible contributions of ICT was moderated as they became "rather more ambivalent and sometimes doubtful' about 'specific, current advantages.

Rozell and Gardner (1999) in their study found that Teachers' computer experience relates positively to their computer attitudes. The more experience teachers have with computers, the more likely that they will show positive attitudes towards computers. Van (2004) posited that positive computer attitudes are expected to foster computer integration in the classroom. Woodrow (1992) found that for successful transformation in educational practice to take place, users need to develop positive attitudes toward the innovation.

Teo (2008) studied pre-service teachers' attitudes towards computer use in Singapore using a sample of 139 pre-service teachers who were assessed for their computer attitudes using questionnaire with four factors: affect (liking), perceived usefulness, perceived control and behavioral intention to use the computer. He found that teachers were more positive about their attitude towards computers and intention to use computer than their perceptions of the usefulness of the computer and their control of the computer.

In all these, while there are a number of studies on teachers' perceptions, skills and practices of ICT in secondary schools in developed countries, there is lack of study on guidance and counseling officers' competence on the use of ICT in Bwari Area Council of Federal Capital Territory, Abuja Nigeria hence the rationale for this study.

### **Statement of the Problem**

A serious factor militating against the effective use of ICT in Nigeria is lack of intuitional readiness for computer education and the factors responsible are:

1. Bureaucratic bottlenecks and rigid organizational structure that oppose innovation and insist on maintaining the status quo.

2. Poor funding, ill-allocation of computer at various levels of educational system and inadequate supply of resources.

3. Lack of professional or academically trained personnel in computer education. 4. Poor management of school plant and resources.

### **Purpose of the Study**

The improvement of guidance and counseling education for all students requires effective guidance and counseling exercise in our schools. Assessing the availability and competence of secondary schools' guidance and counseling officers' on the use of ICT becomes very important as they need to be proficient on the use of ICT to be able to gather good on their students.

The objectives of this study are to:

1. Assess the availability of ICT facilities in the chosen schools.
2. Assess the guidance and counseling officers' experience on the use of computers, computer basic operations and the use of application software.
3. Analyze if there is statistical significant difference between male and female guidance and counseling officers' competence in the use of computers, computer basic operations and the use of application software.

### **Significance of the Study**

Basic and sound knowledge of ICT is important and critical to the development of any nation. Currently, it serves as prerequisite and bedrock to all sciences, education, engineering and social sciences. Designing and implementing ICT tutorials will help to boost students' behavior and morale in taking seriously the schools activities and the subject areas the take to and hence should not be overlooked. Interactive and interesting e-learning portal tutorial helps in developing interest in many subjects and makes learning interesting and enhance the performance of the guidance and counseling officers in the schools.

### **Research Questions**

The current study used quantitative method to collect data and the research was guided by the following questions:

1. Are ICT facilities available to the guidance and counseling officers in the schools?
2. What are the reasons for the guidance and counseling officers' to have access the ICT services?
3. What is the guidance and counseling officers' ' competency in the use of computers?
4. What is the guidance and counseling officers' proficiency in computer basic operations?
5. What is level of proficiency the guidance and counseling officers' in the use of computer application software?

### **Hypotheses:**

The following null and alternative hypotheses are stated:

1.  $H_{01}$ : There is no statistical significant difference between male and female guidance and counseling officers' competence in the use of computers.

2.  $H_{11}$ : There is statistical significant difference between male and female guidance and counseling officers' competence in the use of computers
3.  $H_{02}$ : There is no statistical significant difference between ' male and female guidance and counseling officers' proficiency in computer basic operations.
4.  $H_{12}$ : There is statistical significant difference between male and female guidance and counseling officers' proficiency in computer basic operations.
5.  $H_{03}$ : There is no statistical significant difference between male and female guidance and counseling officers' proficiency in the use of application software.
6.  $H_{13}$ : There is statistical significant difference between male and female guidance and counseling officers' proficiency in the use of application software.

## METHODOLOGY

### Population for the Study

The study was conducted in public secondary schools in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria.

### Sample and Sampling Technique

The study covered only Government schools in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria and a sample of one hundred (100) teachers (50 male and 50 females) was recovered from the two hundred and fifty (250) copies of questionnaires administered using simple random sampling ensuring adequate representation of male and female guidance and counseling officers schools in Bwari Area Council of Federal Capital Territory, Abuja, Nigeria. This was done based on the fact that the schools that have computer laboratories and computer systems.

### Data Collection Method

#### Instrument

A simple random sampling technique was used to select the guidance and counseling officers used in this study. The instrument used for the sections on guidance and counseling officers' competency in using computers, basic computer operations, and usage computer software was Competency in Computer Use Survey adapted from the 1991 Simmons and Wild survey instrument. Sections A and B, Section D, and Section F of Simmons and Wild's were used as items i and in Section 2, sub-section B, Section 2, sub-section C and items ii, iii, and iv in Section 2, sub-section B of the researcher's instrument. The response modes rated on a scale of 1-5 to indicate degree of proficiency in the Simmons and Wild survey instrument were changed to full proficiency, some proficiency and zero proficiency. The questionnaire was a two-part survey. Section 1 was concerned with demographic data. Section 2 contained sub-sections A-C that consisted 13 items divided into: 1. Competency of using computers. 2. Levels of competency in basic computer operations. 3. Competency in using computer software. A reliability test was carried out to determine the internal consistency of items in the questionnaire by using Cronbach's Alpha reliability test. The Cronbach's alpha reliability coefficients were 0.91, 0.83, 0.79 and 0.88 for competency of using computers, level of competency in basic computer operations, competency in using computer software and total score respectively. According to Kline (2005) alpha value of 0.90 is considered excellent, 0.80 very good and 0.70 acceptable. In this study, the observed variables had good internal consistency.

## DATA ANALYSES AND DISCUSSION

### Procedure for Data Analysis

The data gathered in respect of availability and use of ICT facilities were analyzed using frequency counts of the subjects' responses to the questionnaire items, determined based on guidance and counseling officers' gender and percentage scores.

A frequency count of the subject responses to each questionnaire item was carried out. The percentages of response to each of the options were then calculated as shown in Tables 1, 2, 3 and 4. The hypotheses 1 to 3 were tested using chi-square ( $\chi^2$ ) analysis.

### Background Information

The frequency of respondents by gender, age distribution and years of service are shown below in tables 1, 2, and 3, respectively.

**Table 1. Gender of Respondents**

Gender	Frequency	Percentage
Male	50	50%
Female	50	50%
<b>Total</b>	<b>100</b>	<b>100%</b>

**Table 2. Respondents' age distribution by gender**

Age Limit	Gender	Frequency	Percentage
18-29 years	Male	10	10%
	Female	13	13%
30-40 years	Male	25	25%
	Female	23	23%
41-50 years	Male	10	10%
	Female	14	12%
51 above years	Male	05	5%
	Female	00	0%
<b>Total</b>		<b>100</b>	<b>100%</b>

**Table 3. Respondents' period of service**

Length of service	Gender	Frequency	Percentage
Less than 2 years	Male	02	2%
	Female	01	1%
Between 2 and 5years	Male	18	18%
	Female	21	21%
More than 5 years	Male	30	30%
	Female	28	28%

<b>Total</b>	<b>100</b>	<b>100%</b>
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### Availability of ICT facilities for the teachers

The guidance and counseling officers are presented with a rundown of the ICT facilities available in their schools and were asked to answer yes or no. The tables below show the tabulations as obtained.

**Table 4: Respondents' responses on Availability of ICT resources**

Facility	Gender	Yes	%	No	%
Availability of Laptops	Male	37	74.00	13	26.00
	Female	22	44.00	28	56.00
Availability of Desktops	Male	42	84.00	08	16.00
	Female	35	70.00	15	30.00
Availability of Internet	Male	23	46.00	27	54.00
	Female	18	36.00	32	64.00
Availability of Scanners	Male	32	64.00	18	36.00
	Female	30	60.00	20	40.00
Availability of Printers	Male	09	18.00	41	82.00
	Female	07	14.00	43	86.00

Table 4 shows that the mainstream of respondents had Laptops, computer and internet services at their schools. 59% of the guidance and counseling officers had laptops and 82% had internet services in their schools. For the availability of printer and scanner services we recorded 18% for male and 14% for female and 64% for male and 60% for female guidance and counseling officers respectively.

### Reasons for using ICT facilities

On the reasons for using ICT facilities a Likert scale was provided to identify the reasons of accessing the ICT facilities by all the hundred (100) respondents not considering gender and was measured by the scale; agreed, neutral and disagreed as given in table 5.

**Table 5: Reason for Using ICT**

Reason for Using ICT	Agree	%	Neutral	%	Disagree	%
Use educational software to learn some lessons	86	86.00	2	2.00	12	12.00
For doing assignments, presentations and calculations.	83	83.00	3	3.00	14	14.00
For making designs like posters, invitation cards	65	65.00	4	4.00	31	31.00
For communication; sending and receiving emails	80	80.00	6	6.00	14	14.00
For Entertainment and Social Media	71	71.00	8	8.00	21	21.00



browsing the Internet						
For easy and continuous access to Academic Resources	75	75.00	5	5.00	20	20.00
For shopping on the Internet	49	49.00	18	18.00	33	33.00
For its cost effectiveness	45	45.00	15	15.00	40	40.00

Table 5 shows the results that the mainstream of respondents used educational software's to learn their lessons and used Microsoft office related applications to make their assignments, to prepare their presentations and to do calculations. The majority of the students, 86% used educational software's for learning lessons and 83% used Microsoft office and open office to make their documents for study purpose. Whereas, email was the source of communication to send or receive messages through the internet and according to study 80% guidance and counseling officers used email for communications.

According to table 5, only 71% students used social media for their entertainment and only 71% said that they had easy and continuous access to academic resources, whereas, fewer participants 49% liked to do shopping on the internet. Only 45% of the guidance and counseling officers agreed that ICT is used for its cost effectiveness.

### Competency in Using Computers

**Table 6: Guidance and Counseling Officers' Competency in Using Computers**

Item	Gender	Yes	%	No	%	$\chi^2$
Have you ever used computer for personal work?	Male	20	40.00	30	60.00	<b>1.0988</b>
	Female	15	30.00	35	70.00	
Have you ever used computer for guidance and counseling works?	Male	19	38.00	31	62.00	<b>0.3956</b>
	Female	16	32.00	34	68.00	
Were you required to use computer as part of your pre-service training?	Male	18	36.00	32	64.00	<b>0.7352</b>
	Female	14	28.00	36	72.00	
Have you taken or undergone courses on ICT on your own?	Male	14	28.00	36	72.00	<b>0.0506</b>
	Female	13	26.00	37	74.00	
Combined Responses (mean)	Male	18	36.00	32	64.00	<b>0.4072</b>
	Female	15	30.00	35	70.00	

Results from Table 6 concerning guidance and counseling officers' competence in using computers indicated that 40% of the male and 30% of the females have used computers personally. Only 38% of male and 32% of female teachers have ever used a computer for guidance and counseling activity. Also, 36% of the male and 28% of the female guidance and counseling officers indicated that they were required to use computer as part of their do their works.

Further, 28% of the male and 26% of the female guidance and counseling officers had undergone computer courses on their own, while 72% and 74% of male and female guidance and counseling officers, respectively never took any private computer training. A combined responses analysis for this section showed that 36% of male and 30% of female teachers had competence in the use of computer. Chi-square,  $\chi^2$ , statistical analysis indicated that all the  $\chi^2$  values were less than critical  $\chi^2$  value of 3.841 at 1 degree of freedom and 0.05 level of significance. This means that there were no statistical significant differences between male and female guidance and counseling officers' competence in using computers. The hypothesis that there is no significant difference in the competence of male and female guidance and counseling officers in the use of computers accepted. Computer experience significantly relates to a more positive attitude toward computers, Busch (1995).

Table 7 below shows the result of the guidance and counseling officers' competence on basic computer operations.

### Competency in Basic Computer Operations

**Table 7: Guidance and Counseling Officers' Competency in Basic Computer Operations**

Item	Gender	Yes	%	No	%	$\chi^2$
Do you possess adequate keyboard skills?	Male	16	33.00	34	68.00	<b>0.4372</b>
	Female	13	26.00	37	74.00	
Have you ever formatted a storage device?	Male	16	32.00	34	68.00	<b>0.1906</b>
	Female	14	28.00	36	72.00	
Have you ever made backup copy of a storage device?	Male	16	32.00	34	68.00	<b>0.7936</b>
	Female	12	24.00	38	76.00	
Have you ever copied files from storage to another storage device?	Male	17	34.00	33	66.00	<b>2.6272</b>
	Female	25	50.00	25	50.00	
<b>Combined Responses (mean)</b>	Male	17	34.00	33	66.00	<b>0.0454</b>
	Female	16	32.00	34	68.00	

The data on guidance and counseling officers' level of competence in basic computer operations shown in Table 6 above indicates that 33% and 26% of male and female guidance and counseling officers respectively possess adequate keyboard skills. Also indicated is that 32% of the male and 28% of the female guidance and counseling officers have made backup copies of storage devices, while 68% of the male and 72% of the female guidance and counseling officers have never made backup copies of discs. 34% of the male and 50% of the female guidance and counseling officers claimed they have copied programs or files from storage device to another storage device. The combined mean responses indicate that 34% of the male and 32% of the female guidance and counseling officers was competent in basic computer operations. The  $\chi^2$  statistical analysis indicated that all the  $\chi^2$  values are less than the critical  $\chi^2$  values of 3.841 at 1 degree of freedom and 0.5 level of significance. Therefore, the hypothesis that there is no

statistical significant difference in the competence of male and female guidance and counseling officers in basic computer operations is accepted.

### Competency in Using Computer Software

**Table 8: Guidance and Counseling Officers' Competency in Using Computer Software**

Item	Gender	Full Prof	%	Some Prof.	%	No Prof	%	$\chi^2$
Word processor	Male	8	16.00	14	28.00	28	56.00	<b>0.1726</b>
	Female	7	14.00	13	26.00	30	60.00	
Desktop publishing program	Male	3	6.00	14	28.00	33	66.00	<b>0.6538</b>
	Female	5	10.00	12	24.00	33	66.00	
Database program	Male	6	12.00	12	24.00	32	64.00	<b>1.4445</b>
	Female	10	20.00	9	18.00	31	62.00	
Spreadsheet program	Male	6	12.00	11	22.00	33	66.00	<b>0.8154</b>
	Female	9	18.00	9	18.00	32	64.00	
CAD program	Male	6	12.00	13	26.00	31	62.00	<b>0.6930</b>
	Female	8	16.00	10	20.00	32	64.00	
<b>Combined Responses (mean)</b>	Male	6	12.00	13	26.00	31	62.00	<b>0.3414</b>
	Female	8	16.00	12	24.00	30	60.00	

Table 8 above presents the data on guidance and counseling officers' level of proficiency in using computer software. It indicates that the male guidance and counseling officers have 16% full proficiency, 28% have some proficiency, while 56% have no proficiency in the use of word processing. Female teachers' proficiency in the use of word processor show that 14% are fully proficiency, 26% have some proficiency, while 60% have no proficiency. On the use of desktop programs, 6% of male guidance and counseling officers indicated full proficiency, 28% some proficiency, while 66% no proficiency. For female teachers, 10% are fully proficient, 24% some proficiency and 66% no proficiency. The male guidance and counseling officers responses on competence in using database programs show that 12% are fully proficiency, 24% some proficiency while 64% have no prior knowledge of database software applications. The female guidance and counseling officers rated 18%, 18% and 64% for full proficiency, some proficiency and no proficiency respectively. The CAD program competency data the male guidance and counseling officers show 12% skill proficiency, 26% and 62% for some proficiency and no proficiency respectively. For female teachers, 16%, 20% and 64% have fully proficiency, some proficiency and no proficiency, respectively. The  $\chi^2$  statistical analyses show that all  $\chi^2$  values are less than the critical  $\chi^2$  value of 5.991 at 2 degrees of freedom and 0.05 level of significance. This means that there is no statistical significant difference between male and female guidance and counseling officers' proficiency in the use of computer software, hence the acceptance of the

null hypothesis of no significant difference in the level of competence of male and female guidance and counseling officers in the use of basic computer software.

### **Findings**

Based on the results of the study, the following findings are made:

1. Most guidance and counseling officers in Bwari Area Council of Federal Capital Territory, Abuja Nigeria do not have the needed competence in the use of computers for their guidance and counseling work.
2. Majority of male and female teachers of guidance and counseling officers in Bwari Area Council of Federal Capital Territory, Abuja Nigeria do not have the needed competence in basic computer operations.
3. Most of the guidance and counseling officers in Bwari Area Council of Federal Capital Territory, Abuja Nigeria do not have the needed proficiency in the use of common computer software.
4. There is no significant difference between male and female guidance and counseling officers in Bwari Area Council of Federal Capital Territory, Abuja Nigeria regarding their competence in using computers, computer operations and computer software.

### **CONCLUSION**

This study is a survey on the availability and competence of guidance and counseling officers on the use of ICT in executing their duties in secondary schools in Bwari Area Council of FCT, Abuja Nigerian.

The Nigerian government has invested much in the use of ICT in the teaching and learning and other works including guidance and counseling in secondary schools. This study has shown clearly that guidance and counseling officers in Bwari Area Council of Federal Capital Territory, Abuja Nigeria do not have adequate competence in successfully applying ICT in doing their works.

It has been noted that some guidance and counseling officers possess certain idiosyncratic attitudes towards technology and change; they need to be well informed on computer applications for their duties in schools. Attention must be focused on the use of ICT through seminars, workshops, and sandwich degree and certificate programs. Guidance and counseling officers should be introduced to at least some compulsory courses in the area of ICT such as word-processing, spreadsheets, microelectronics, programming and so on.

Guidance and counseling officers should develop the expertise, the right frame of mind and equipped themselves with the needed technological skills to be able to cope with the present and future world of information and computer technology. Necessary steps should be taken to guidance and counseling officers to integrate ICT into their everyday activities in Nigerian schools. ICT is another important educational innovation that should make serious impact on the Nigerian educational system. The present attitude of not having staff who use ICT in the

guidance and counseling work be should be critically looked into for the required change be effected.

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