COMPUTER SKILLS AS PREDICTORS OF TEACHERS' TASK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

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Abstract

The study examined computer skills as predictors of teachers' task performance in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The researcher sampled the 267 principals in the state because they are manageable in size. Two instruments titled Computer Skills Questionnaire (CSQ) and Teachers' Task Performance Questionnaire (TTPQ) were used for the study. The instruments were subjected to face and construct validation. The data collected from the trial testing were subjected to internal consistency reliability technique using Cronbach Alpha and the average coefficients were established at 0.832 for CSQ and 0.879 for TTPQ. Simple regression analysis was used for the study. The study revealed that word processing skills and internet skills positively and significantly predicted teachers' task performance in public secondary schools in Anambra State. The study concluded that computer skills are indispensable and powerful driving forces that positively and significantly predict teachers' task performance in public secondary schools in Anambra State. Based on the findings, the study recommended among others that public secondary school teachers should upgrade and acquire more computer skills for effective use of instructional materials in their lesson presentation as this would make their lesson clearer and reduce boredom which would in turn enhance their task performance.

Keywords: Computer skills, teachers' task performance, public secondary schools

Introduction

Education is prerequisite for today's knowledge-based economy. The production and use of new knowledge require a more educated population. Thus, Ughamadu et al. (2025) noted that the introduction of information and communication technology in education has undoubtedly enhanced teaching, learning and research. Information and communication technology (ICT) is playing a major role in the acquisition and diffusion of knowledge which are fundamental aspects of the education process. The use of electronic information systems enables teachers to access the necessary information on learning instruction materials through the internet. Electronic information systems can be defined as the combination of hardware and software used to store the needed information from external and internal sources for more accessible data bases towards the accomplishment of organizational goals. Through the use of electronic information systems, necessary information is transmitted widely within the shortest possible time. Thus, Adinna and Okafor (2023) asserted that good information system enable teachers to meet, interact and exchange ideas in the field of education which improve their job commitment and task performance.

Teachers' task performance is the act of accomplishing or executing a given task. It is the duties performed by a teacher at a particular period in the school system in attaining the goals of education. Wordu et al. (2023) defined teachers' task performance as the teachers' ability to combine relevant inputs for the enhancement of the processes of teaching and learning. This requires the use of computer/internet resources to enhance instructions. In a similar spirit, Ebirim et al. (2023) identified different variables for measuring teachers' performance; effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Mmor and Adinna (2025) noted that teachers' task performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers" commitment to job and extra-curricular activities.

The researchers defined teachers' task performance as the ability of teachers to execute their primary assignment which includes grooming students into useful living by teaching, training and behaviour modification. It indicates the level, way, manner, process and commitment of teachers in terms of performance of teaching, lesson preparation, actual instructional delivery and teachers commitment to their job, extracurricular activities, supervision, motivating and morale among others. Teachers' task performance in the classroom could be enhanced with computer skills.

Computer skills are the knowledge and ability to use computer and technology efficiently. It can also be referred to as the comfort level someone has by using computer programmers and other

application that are related to computers. Okeke-Ezeanyanwu and Anaso (2022) asserted that computer skill is the knowledge and ability to efficiently use computer and its application in solving specific problem. It involves being able to operate the computer efficiently without an aid and manipulate the software associated with it. Ononye et al. (2023) noted that computer literacy skills are transforming education delivery across the world by enhancing the teaching and learning process. Its significant benefits have made its adoption in teaching and learning in schools essential. Based on this fact, federal and state governments have made some efforts to re-orient teachers towards utilization of computer literacy skills in schools, through its educational reforms, procurements and monitoring to improve the quality of instruction in schools (Manafa & Adinna, 2023). It is therefore expected that utilization of computer literacy skills for teaching and learning by teachers and students in schools would tremendously improve not only the task performance of teachers but also in solving computer skills related problems in the society.

In today's digital age, computer skills have become essential for success in many areas of life, including education, work, and personal pursuits. Okaforcha et al. (2025) noted that computers and digital devices have revolutionized how people live and work, making accessing information, communicating with others, and completing tasks easier. Nwana and Okeke (2024) referred to computer skills as the knowledge and ability to use various digital tools and technologies to complete job tasks efficiently and effectively for improved performance. Computer skills significantly impact job prospects, career advancement, and personal growth. Nwana and Okeke further classified computer skills as basic and advanced. Basic computer skills are fundamental skills that are essential for anyone who wants to use a computer. These skills are required for tasks such as sending emails, using social media, browsing the internet, and completing basic office tasks. Advanced computer skills are specialized skills required for specific careers or tasks. These skills typically involve knowledge of advanced software programmes, programming languages, and complex computer systems.

The researchers referred to computer skills as the skills, knowledge and expertise needed to use computers and the software and technology associated with computers. Computer skills can be simple, like word processing skills or more advanced, like understanding how to code or how to test IT applications. Computer skills will vary according to the type of work one does, but some examples of common computer skills include: typing, email communications, creating and managing spreadsheets, using databases, working with word processing documents, online research, image editing, and programming. Others also include database management, enterprise systems, graphic design, coding and programming, presentation software, social media skills, MS Office, and hardware skills. In this study, computer skills were delimited to word processing skills and internet skills.

Word processing skills are the skills that allow teachers to use the Microsoft Word application effectively. It is a computer programme that allows teachers to create documents for various purposes. For instance, teachers can use it to draft memos, letters and reports. It is also useful when creating the application documents, such as a resume and cover letter. Kayode et al. (2019) opined that basic word processing skills include editing and saving files, using the clipboard, recognizing user interface features, spell check and printing files. Kayode et al. further noted that objectives and skills for basic word processing concepts include create a new document: enter text, delete, save, save as; use basic edit features: cut, copy, paste; identify features: tool bar, icons, cursor; use dictionary, spell check; operate print, print preview among others. Akudo (2022) maintained that word processing skill is using a device to create, edit, format, and share documents. The most popular applications are Microsoft Word and Google Docs. These programmes format text, stylize images, arrange objects, alter page layout, create tables, spell check, and more. Knowing how to organize information in a document allows teachers to convey a message effectively. Word processing provides the foundation to complete a myriad of assignments such as booklets, reports, research summaries, newsletters, journals, biographies and access the internet.

Internet skills are skills derived from concepts that indicate a set of basic skills in using internet technology. It is related to the hypermedia structure of the internet which requires the skills of navigation and orientation. Wordu et al. (2023) noted that Internet skills are the capacity to use the internet as a means of reaching particular goals and for the general goal of improving one's position in society. The emphasis lies on the procedure through which decision-makers can reach an optimal solution as efficiently as possible. Basic Internet concepts include browser navigation, bookmarks, search terms, web addresses and hyperlinks. Recently, Youssef et al. (2022) proposed a range of Internet skills that would combine several digital skill conceptualizations. Their definition accounts for technical or media aspects (medium-related skills) and substantial or content aspects (content-related skills). Medium-related Internet skills consist of operational skills, which include a basic command of an Internet browser, and formal skills, which include the ability to navigate and orient oneself within the Internet's hypermedia structure. The first type of content-related Internet skills consists of information skills, which include the ability to find, select and evaluate sources of information on the Internet. Secondly, strategic skills refer to one's capacity to use the Internet as a means to reach particular personal and professional goals. This and other conceptualizations of Internet skills have thus far mainly focused on the information function of the Internet. Hence, Internet skills could help improve the instructional materials in schools.

Despite the advancement of technology in all spheres of the society, including the educational sector, secondary schools especially the public ones in Anambra State are still curb in the web of adopting traditional methods of communication between staff and students. This has accounted for

delays in the process of information dissemination which affects the task performance of these teachers. Adinna et al. (2024) noted that these teachers have also failed to display ingenuity in the use of available digital devices at their disposal in the course of service delivery due to poor possession of computer skills. The researcher as a teacher and patroness to some public secondary schools has interacted with some students and found some spirit of apathy and disappointment in their expressions. Some of them have low morale for learning, low interest in the classroom activities and no zeal for classroom engagement because of poor provision of instructional materials in schools and in most cases, some teachers do not know how to apply these computer skills leading to some teachers performing their task poorly in public secondary schools in Anambra State. Considering the extent of these problems, it is very doubtful if instructional materials are readily available, and is adequately and effectively put into use at the various public secondary schools in the hands of teachers with computer skills for effective classroom delivery. These promoted the researcher examine computer skills as predictors of teachers' task performance in public secondary schools in Anambra State.

Purpose of the Study

The purpose of the study is to examine computer skills as predictors of teachers' task performance in public secondary schools in Anambra State. Specifically, the study sought to:

1. determine the predictive value of word processing skills on teachers' task performance in public secondary schools in Anambra State.

2. find out the predictive value of internet skills on teachers' task performance in public secondary schools in Anambra State.

Research Questions

The following research questions guided the study:

1. What is the predictive value of word processing skills on teachers' task performance in public secondary schools in Anambra State?

2. What is the predictive value of internet skills on teachers' task performance in public secondary schools in Anambra State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. Word processing skills do not significantly predict teachers' task performance in public secondary schools in Anambra State.

2. Internet skills do not significantly predict teachers' task performance in public secondary schools in Anambra State.

Method

The study was carried out in public secondary schools in Anambra State. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. The study was a correlational research design. The population of the study was 267 principals in the 267 public secondary schools from the six Education Zones in Anambra State. The researcher sampled the 267 principals in the state because they are manageable in size. Census method of sampling was adopted for the study. Two instruments titled Computer Skills Questionnaire (CSQ) and Teachers' Task Performance Questionnaire (TTPQ) were used for the study. The instruments were subjected to face and construct validation. Face validation was done by three experts, two in the Department of Educational Management and one in Measurement and Evaluation in Educational Foundations Department, all in the Faculty of Education, Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus, while construct validation was carried out with the help SPSS version 26 and the result showed that the construct validity was met. The data collected from the trial testing were subjected to internal consistency reliability technique using Cronbach Alpha and the average coefficients were established at 0.832 for CSQ and 0.879 for TTPQ. Direct method of data administration was utilized by the researcher together with three research assistants. Thus, out of 267 copies of the instrument administered, 258(97%) of the instrument were correctly completed and returned. Simple regression analysis was used for the study.

Results

Research Question 1: What is the predictive value of word processing skills on teachers' task performance in public secondary schools in Anambra State?

Table 1: Summary of simple regression analysis with word processing skills as predictor of teachers' task performance in public secondary schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β
Constant		25.871	5.615	
Word Processing Skills		0.492	0.262	0.476
R	0.476			
R^2	0.349			
Adj. R^2	0.315			

The summary of the simple regression analysis as shown in Table 1 indicated that word processing skills positively predict teachers' task performance in public secondary schools in Anambra State

as shown by the regression coefficient (R = 0.476). The coefficient of determination (R^2) value of 0.349 indicated that the explanatory power of the variable was low. This implies that 35% of the variations in teachers' task performance in public secondary schools in Anambra State were accounted for by the variations in word processing skills. The adjusted R^2 supported the claim of the R^2 with a value of 0.315 indicating that 32% of the total variation in the dependent variable (teachers' task performance) was explained by the independent variable (word processing skills). Thus, adjusted R^2 supports the statement that the explanatory power of word processing skills is slightly low in determining the teachers' task performance in public secondary schools in Anambra State. Additionally, the standardized beta weight (β = 0.476) showed that word processing skills is a positive predictor of teachers' task performance in public secondary schools in Anambra State. This implies that a unit increase in word processing skills led to 0.476(48%) increase in teachers' task performance in public secondary schools in Anambra State. Thus, the positive prediction of word processing skills on their task performance means that teachers' task performance lowly depends on the possession of word processing skills in public secondary schools in Anambra State.

Research Question 2: What is the predictive value of internet skills on teachers' task performance in public secondary schools in Anambra State?

Table 2: Summary of simple regression analysis with internet skills as predictor of teachers' task performance in public secondary schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β
Constant		31.124	4.537	
Internet Skills		0.725	0.138	0.702
R	0.702			
R^2	0.651			
Adj. R^2	0.603			

The summary of the simple regression analysis as shown in Table 2 indicated that internet skills positively predict teachers' task performance in public secondary schools in Anambra State as shown by the regression coefficient (R = 0.702). The coefficient of determination (R^2) value of 0.651 indicated that the explanatory power of the variable was highly strong. This implies that 65% of the variations in teachers' task performance in public secondary schools in Anambra State were accounted for by the variations in internet skills. The adjusted R^2 supported the claim of the

R^2 with a value of 0.603 indicating that 60% of the total variation in the dependent variable (teachers' task performance) was explained by the independent variable (internet skills). Thus, adjusted R^2 supports the statement that the explanatory power of internet skills is highly strong in determining the teachers' task performance in public secondary schools in Anambra State. More so, the standardized beta weight ($\beta = 0.702$) showed that internet skills is a positive predictor of teachers' task performance in public secondary schools in Anambra State. This implies that a unit improvement in internet skills led to 0.702(70%) improvement in teachers' task performance in public secondary schools in Anambra State. Thus, the positive prediction of internet skills on their task performance means that teachers' task performance highly depends on the possession of internet skills in public secondary schools in Anambra State.

Test of Hypotheses

Hypothesis One

H01: Word manipulation skills do not significantly predict teachers' task performance in public secondary schools in Anambra State.

Table 3: Test of significance of simple regression analysis with word manipulation skills do not significantly predict teachers' task performance in public secondary schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant		25.871	5.615		21.975	0.000
Word Skills	**Manipulation**	0.492	0.262	0.476	19.143	0.000
R	0.476					
R^2	0.349					
Adj. R^2	0.315					
F	28.326					0.000

The summary of the test of significance of simple regression analysis as shown in Table 3 showed that the simple regression coefficient (R) is 0.476 while the R^2 is 0.349 and Adjust R^2 is 0.315. The F-ratio associated with regression is 28.326, the t-test is 19.143 and the P-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the

null hypothesis that word manipulation skills do not significantly predict teachers' task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that word manipulation skills significantly predict teachers' task performance in public secondary schools in Anambra State.

Hypothesis Three

H$_{02}$:   Internet skills do not significantly predict teachers' task performance in public secondary schools in Anambra State.

Table 4: Test of significance of simple regression analysis with internet skills do not significantly predict teachers' task performance in public secondary schools in Anambra State

		Unstandardized β	Std. Dev. β	Standardized β	t-value	p-value
Constant		31.124	4.537		26.481	0.000
Internet Skills		0.725	0.138	0.702	23.254	0.000
R	0.702					
R^2	0.651					
Adj. R^2	0.603					
F	42.734					0.000

The summary of the test of significance of simple regression analysis as shown in Table 4 showed that the simple regression coefficient (R) is 0.702 while the R^2 is 0.651 and Adjust R^2 is 0.603. The F-ratio associated with regression is 42.734, the t-test is 23.254 and the P-value = 0.000. Since p-value (0.000) is less than the specified level of significance 0.05, the study therefore rejected the null hypothesis that internet skills do not significantly predict teachers' task performance in public secondary schools in Anambra State and accepted the alternative hypothesis that internet skills significantly predict teachers' task performance in public secondary schools in Anambra State.

Discussion of Findings

Findings on how word processing skills predict teachers' task performance in public secondary schools in Anambra State indicated that word processing skills positively and significantly predict teachers' task performance in public secondary schools in Anambra State. The findings are in line with the findings of Okeke-Ezeanyanwu and Anaso (2022) that most teachers have the ability to

use a computer to create, edit, save and print documents in the school that help to make day-to-day activities of the school very effective and efficient. The findings are also in consonance with the findings of Ononye et al. (2023) that teachers who possess the word processing skills can produce error free documents as the spell and grammar check in word processing makes the document to be neat and error-free. In the findings of Obiekwe et al. (2024), they affirmed that teachers being able to successfully create, edit, and save their written work using a computer will help them not only to enhance their personal performances but also contribute to their school ICT growth and development.

Findings on how internet skills predict teachers' task performance in public secondary schools in Anambra State showed that internet skills positively and significantly predict teachers' task performance in public secondary schools in Anambra State. This is an expected result because it is through the internet that teachers can get most resources they need to perform their tasks. Online resources are becoming increasingly popular and with various unprecedented events taking place on a daily basis, this does not only open opportunities for schools to ensure that their teachers have access to curriculum materials whilst in the classroom but also at home. The finding of the study justifies the earlier findings of Ezendianefo (2023) that secondary school teachers now download lesson materials online and integrate them in various formats into their teaching materials. Obiekwe et al. (2024) findings is in line with the present study findings which showed that teachers employ the use of video tutorials and online lectures to improve their knowledge of the topic contents and with their understanding, accumulate for the students various ICT-oriented materials like videos, simulations and animated materials. In the findings of Wordu et al. (2023), the level of ICT needed in teaching for a teacher to become successful is increasing every day and any teacher that must meet up with the requisite ICT skills needed to use them must not only acquire the skills which are online and free, but must use often as their benefits are inevitable.

Conclusion

Based on the results of the findings, the study concluded that computer skills are indispensable and powerful driving forces that positively and significantly predict teachers' task performance in public secondary schools in Anambra State.

Recommendations

The recommendations were made based on the findings of the study:

1. Public secondary school teachers should upgrade and acquire more computer skills for effective use of instructional materials in their lesson presentation as this would make their lesson clearer and reduce boredom which would in turn enhance their task performance.

2. The Ministry of Education should collaborate with ICT and technology companies to provide and train secondary school teachers on how to effectively integrate the internet educational technologies into the remote secondary school classrooms in Anambra State. This will be with the aim to advance and enhance the internet skills that the secondary school teachers already possess.

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