INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPETENCE AND LECTURERS' JOB PERFORMANCE IN COLLEGES OF EDUCATION IN SOUTH-SOUTH, NIGERIA

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Abstract
The study investigated Information and Communication Technology (ICT) Competence and Lecturers' Job Performance in Colleges of Education in South-South Nigeria". A total of 330 lectures and 660 students were selected for the study using stratified sampling technique. Six hypotheses were postulated to give direction to the study. Data collection was carried out with the instruments called "ICT Competence Questionnaire" (ICTCQ) for lecturers and Lecturers' Job Performance Scale (LJPS) for students. One Way Analysis of Variance (ANOVA) statistical analysis was used to test the hypotheses. Results obtained revealed that lecturers ICT literacy significantly influence their job performance in terms of instructional delivery and overall job performance. However, no significant influence of lecturers' ICT literacy was shown on their job performance in terms of instructional material usage, result management, and students' supervision. Information literacy of lecturers in ICT significantly influenced their job performance in terms of instructional delivery, result management, and overall job performance but with no significant influence on their job performance in terms of instructional material usage, and students' supervision, among other things. Thus recommendations were made to enhance effective implementation of ICT policy in colleges of education.

Keywords: Information and Communication Technology (ICT), Competence and Job Performance

Introduction
Education is regarded as an instrument par excellence for national development throughout the world. This is so because virtually everything a nation needs to grow and develop is embedded in education. It is through it that political independence, economic reliance and social well-being are achieved. However, education bears little or no relevance without the teacher. It is the teacher who gives meaning to education by helping its goals to be attained. The teachers' role in education revolves round their job performance, that is, how they work towards the attainment of educational goals and objectives.

In Nigeria, the need for qualified teachers has gained pre-eminence because it is considered that teacher education is a means of not only providing teachers with the necessary skills and knowledge needed to adequately carry out their teaching jobs but as well as for professional growth (Oladeji, 2004). It is on this premise that lecturers' job performance attracts a lot of concern to policy makers and other stakeholders in education. Teacher education is the process of training that deals with the art of acquiring professional competence and professional growth. It is an essential exercise that enhances the skills of teaching and learning. Teacher education is designed to produce highly motivated, sensitive, conscientious and successful classroom teachers who will handle students effectively and professionally for better educational achievement (Ololube, 2005). Job performance refers to the attitude and commitment attached to the assigned responsibilities in the school system which the

lecturers have to accomplish (Akuegwu, 2005). Job performance among colleges of education lecturers is a function of many variables ranging from knowledge level, skills acquired, and abilities at ones' disposal, experiences gathered and the nature of work environment. In the light of this, Olaniyan (1997) noted that the differences in the level of performance reflect varying abilities or skills on the part of individual worker (teacher), and that the difference in the level of individual performance in an organization doing the same kind of work, such as schools, reflects differences in their motivation and ability. This means that teachers vary in the extent to which they are willing to direct their energies towards the attainment of school goals.

According to Tahir (2000), the continued deepening of knowledge and skills of teachers is an integral part of development of learning in schools. Teachers have been at the centre of educational reform movement, their professional development and job performance have been the major focus of all systematic reform initiative (Cuba, 1990; Corcovans, 1995). This focus arose from the fact that the teachers are seen as implementers of the curriculum and a dynamic force in the classrooms. They help to direct learning in order to enable students achieve both personal and societal goals. The quality of education of any nation depends largely on the general characteristics of teachers as well as their relationships with individual students and classes (Otagburuagu, 2006).

However, the quality of education at the colleges of education level has been called to question in recent times. This is because lecturers' job performance has been plunged downward judging from the poor performance of students at the internal examination. Teachers are observed to be showing lackadaisical attitude towards their teaching jobs. They have stuck to using outdated methods of teaching, poor lesson planning and indifferent attention to students' academic attainment. In some cases, they do their job as if it no longer matters to them. Lecturers see their job performance as a way of fulfilling all righteousness without adding value to it.

Blumende (2001) corroborated this view by pointing out that decline in the quality of education cannot be ignored by anyone who is aware of the significant role of education as an instrument of societal transformation and development. The teacher is a critical factor in the consideration of the quality and standard of education worldwide. Hence, there is the need to focus on teachers' competency in respect of their pedagogical practices, strategies and mastery of the curriculum and subject content (Chall & Popp, 1990; Stuart, 2004; Rodgers, 2001).

Teachers' job performance is what can mar or make the education process. It affects everybody positively if properly carried out and also affects everybody negatively if poorly executed. In corroboration to this, Ndu, Ocho, and Okeke (1997) observed that: Society expects many things from the teachers; students expect them to impact knowledge effectively. Parents expect them to ensure discipline and sound moral values. Planners expect them to initiate ideas and actions towards community development. Curriculum reformers expect them to adopt innovative techniques of teaching. Adult literacy planners expect them to help the local people to become literate and government expect them to help students imbibe positive attitudes towards national unity and respect for the state. Unfortunately, the reverse is the case in every aspect of their endeavour (p.364).

It is against this background that the researcher was motivated to study the influence of lecturers' knowledge (competence) of Information and Communication Technology (ICT) and their job performance in Colleges of Education in South-South Zone of Nigeria. The dimensions of ICT to be considered in this study include: knowledge of ICT, information ICT literacy, pedagogical ICT literacy, subject ICT literacy, technological ICT literacy and managerial ICT literacy while job performance variables include: lesson preparation, instructional delivery, results management and students' supervision.

Statement of the problem
The ability of lecturers to render their cooperative efforts willingly determines the

extent to which colleges of education will achieve their goals and objectives. This is so because it is lecturers on whose shoulders the onus of the actual achievement of the school's objectives lies mainly in the way and manner they execute the responsibilities assigned to them. However, lecturers cannot perform their jobs creditably without Information and Communication Technology competence playing a significant role. Lecturers are expected to prepare their lectures, teach their students, evaluate their performances, conduct researches, up-date their knowledge on regular basis, supervise their projects and enrich the school curriculum. The extent to which lecturers perform these tasks depends on how competent they are in using ICT facilities.

In essence, ICT competence goes a long way to enhance lecturers' job performance. It is a common knowledge that lecturers in colleges of education are lagging behind in utilizing ICT to enhance their job performance. Some of them do not integrate ICT in their teaching and they do not employ it in carrying out other responsibilities. The reason is that many of them lack the basic ICT skills and the provision made for ICT facilities are far from being ideal. Most of them are knowledgeable in ICT but may not know how to apply it in the classroom instructions.

Furthermore, the demand globally now is ICT compliant in educational curriculum and outcome. The authorities in colleges of education have embraced this by providing facilities and encouraging lecturers to be competent in it. While these remarkable improvements have been recorded on the part of the institutional heads, it is yet to be established whether lecturers have improved their ICT competence or not. Parents and other stakeholders have constantly beamed their searchlights on lecturers and how they are performing their jobs. There is no corresponding effort to ascertain how best ICT competence has influenced their job performance. ICT is known to affect job performance positively through studies carried out elsewhere, none however used subjects from colleges of education in South-South Nigeria. This study therefore attempts to fill these gaps.

In view of this, the question posed by the problem of this study is: How does ICT competence influence lecturers' job performance in colleges of education in South-South Nigeria? This study is poised to provide answer to this question.

Purpose of the study
The purpose of the study was to examine ICT competence of lecturers and their job performance in Colleges of Education in South-South Zone of Nigeria. Specifically, the study sought to find out the influence of:
i. ICT literacy level of lecturers on their job performance
ii. information literacy of lecturers on their job performance

Research Questions
The following research questions were formulated to be used in this study:
i. To what extent does ICT literacy influence lecturers' job performance?
ii. To what extent does information literacy of lecturers influence their job performance?

Research hypotheses
To achieve the purpose of this study, the following two null hypotheses were formulated and tested at 0.05 level of significance.
i. Lecturers information and communication technology literacy level does not significantly influence their job performance
ii. Information literacy level of lecturers has no significant influence their job performance

Significance of the study
The researcher hopes that the findings of the study may benefit the following:

The educational administrators/managers may be informed of the state of ICT equipment for lecturers' use for instructional development purposes, whether they are adequate or in deficit. Due to the recommendations that will be made here, teaching large classes and accession of course materials will become a thing of the past.

Policy makers or formulators at the level of Federal and State Ministry of education may be able to formulate policy that will make ICT compulsory for all lecturers at all levels of education in Nigeria.

The findings of this study may also be beneficial to National Commission for Colleges of Education (NCCE) in incorporating ICT into teacher education for easy teaching/learning and retrieval of vital information.

It may also benefit researchers by adding to the pool of information that already exists in the area.

Finally, findings from the study would have implications for lecturers and students in Colleges of Education and universities in incorporating training in ICT assisted strategy for lecturers.

Scope of the study
The scope of the study covers colleges of education in South-South Geo-political Zone of Nigeria. Contextually, the scope of the study covers two major variables namely: ICT competence of lecturers and job performance of lecturers. The sub-variables of ICT competence under consideration are levels of ICT literacy, information literacy of ICT, pedagogical ICT literacy, subject area literacy of ICT, technological ICT literacy and managerial ICT literacy. The sub-variables of lecturers' job performance include instructional material usage, instructional delivery, result management and students' supervision.

Review of related literature
Conceptual framework.
Literacy could be conceptualize as, the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying context. Literacy involves a continuum of learning to enable an individual to achieve his or her goal, to develop his or her knowledge and potentials, and to participate fully in the wider society. Information and communication technologies include computers, laptops, digital cameras, digital microscopes, scanners, video

cameras, cell phones, electronic games, digital audio devices, global positioning system, electronic whiteboards, the internet etc. information and communication technology literacy therefore is the process of thinking critically and creatively about information and about communication, as citizens of the global community, while using ICT responsibly and ethically. Information and communication technology literacy is the ability to use digital technologies, communication tools and or networks to define, access, manage, integrate, evaluate, create and communicate information ethically and legally in order to functions in a knowledge society (Ololube, 2006; Ibrahim, 2010; Akpan,2010; Rastogi and Malhotra, 2013).

Empirical Study:
Several researches on the knowledge and use of ICT in instructional delivery had shown that ICT enhanced effective learning in schools. Odey, (2013) carried out a study on information and communication technology (ICT) availability, accessibility and utilization and teachers' job performance in secondary schools in Ogoja Local Government Area of Cross River State. Three research questions and three research hypotheses guided the study. The study adopted the Ex-Post Facto research design. The population comprised of all the teachers in the public secondary schools in the study area. An instrument titled "Information and Communication Technology (ICT) Usage And Teachers' Job Performance Questionnaire" (I.C.T.U.A.T.J.P.Q.) was utilized to elicit information from the respondents. Data was analysed using the Statistical Package for Social Science (SPSS) version 13.0 at .005 significance level showed that there is a significant difference in the mean teachers' job performance with ICT literacy and those without ICT literacy. This means that the more the teachers' level of ICT literacy, the more teachers does their jobs with ease. For instance, in this era of advance technology, couple with the teachers' complex nature of job, ICT literacy plays a major role in enhancing their performance. Odey affirmed that ICT is a major booster to teaching and learning process.

Ademola, (2010) also carried out a study on ICT utilization and teachers' job performance in secondary schools in Ekiti State. To achieve this objective, three research questions and three research hypotheses were postulated to guide the study. The study adopted the survey design. An instrument titled ICT utilization and teachers' job performance Questionnaire (ICTUATJPQ) was utilized to elicit information from the sampled teachers. The population comprised of 1510 teachers in Ekiti State while the sample comprised of five hundred teachers drawn from the population through the stratified sampling technique. The data was analysed using the Pearson Product Moment Correlation Coefficient. The result showed that ICT utilization positively correlate with teachers' job performance. The implication is, the more teachers utilized ICT in their job performance, the more competent and effective they are in discharging their statutory functions.

Olaolu, Abdulrahaman and Habibatu (2012) examined the influence of computer literacy and teachers' job effectiveness in Kwara State secondary schools. The study used a random sample of five hundred (500), that is, 100 principals and 400 teachers who were administered a questionnaire tagged Computer Literacy Questionnaire (CLQ)" and "Teachers Job Effectiveness Questionnaire (TJEQ)" designed on a four point Likert type scale. The CLQ and TJEQ had a Cronbach Alpha Coefficient value of 0.72 and 0.84 respectively. Data collected were analyzed using Pearson Product Moment Correlation co-efficient. The researchers adopted the Pearson Product Moment Correlation which accounted for the explained significant relationship between the two variables. The results of the study showed significant relationship between computer literacy and teachers' job effectiveness (calculated r-value = 0.6757 critical r-value 0.062, Pt 0.05, f = 499). It is important to note that computer literacy plays fundamental roles in the understanding and directing of teachers job performance.

On information literacy level of lecturers in ICT and their job performance. Demici (2009) investigated teachers' attitudes towards the use of Geographic Information Systems (GIS) in Turkey. The study adopted the survey research design. The stratified random sampling technique was adopted. A questionnaire tagged "Teachers' Attitudes towards Geographic Information Systems Questionnaire (TATGISQ)" was used to collect data from 79 Geography teachers teaching in 55 different high schools. Data obtained from the instrument was analyzed using One Way Analysis of Variance (ANOVA). The instrument was first validated by experts in the field and its reliability coefficient value was 0.80. The outcome of the study showed that though barriers such as lack of software and hardware existed, teachers' positive attitudes towards GIS was an important determinant to the successful integration of GIS into geography lessons. The result showed that with the positive attitudes of teachers in the utilization of GIS in geography, their job performance improved, thus resulting into high academic performance on the subject. Lance, Welborn and Hamilton-Pennell (2000) studied on students' success and school library programmes in Colorado. The study adopted a descriptive survey design to look at the significant links between students' success and school library programmes. The study used questionnaire to collect data from one hundred and five (105) teachers teaching in 20 different secondary schools. The stratified random sampling technique was used to draw sample for the study. The study used simple percentages and regression analysis to analyze the obtained data. The results of the study indicated that collaboration between school librarians and teachers are instrumental for student success because they foster student's engagement, utilized active learning models, and employ strategies for information problem-solving. In line with this, Grassian (2004) made a case as he said that incorporating information literacy goals, standards, and benchmarks throughout the curriculum is the best approach to help students learn how to find, evaluate, make efficient use of, and cite electronic materials responsibly.

Also, the Education Review Office (ERO) (2005) conducted a review on students learning

in the information landscape. The purpose of the study was to discover how effective New Zealand schools were supporting students' learning in the information landscape. ERO visited almost 400 schools in late 2004 and early 2005 looking at infrastructure, the content of information resources available to students and the skills, attitudes and values related to information literacy, life-long reading and learning. Evidence demonstrated from the evaluation showed that information literacy is not well developed in most schools and particularly not in secondary schools with little evidence that schools were explicitly and systematically implementing an information process model across the curriculum. Very few schools were using a school-wide information processing model and it was also found that many students could not articulate a common approach.

Methodology
Research design
The research design adopted for this study was ex-post facto. This design is normally adopted when the researcher cannot manipulate the independent variables of the study because the variables have already occurred before the study. Ex-post facto as defined by Isangedighi (2012) is a systematic inquiry in which the researcher does not have direct control of the independent variable(s) because their manifestations have already occurred hence may have probably impacted on the dependent variable before the time of the research.

Therefore the independent variable of this present study (ICT Competence) is not manipulable and its effect on lecturers' job performance would have taken place before the research took place.

Population of the study
The population of this study comprised all the academic staff of all the Federal Colleges of Education in the South-South Nigeria. From National Commission for Colleges of Education Information Bulletin 2014, there are three (3) Federal Colleges of Education in the zone. These Federal Colleges are located in Cross River State,

Delta State and Rivers State respectively. According to the data obtained from the Human Resource Units (2013) of each college, the population distribution include Federal College of Education, Obudu has 317 lecturers, Federal College of Education, Asaba 315 lecturers while Federal College of Education, Omoku has 276 lecturers. Arising from the distribution above, the population of this study was nine hundred and eight (908) lecturers. However, since the study was on lecturers' job performance, some randomly selected students were used.

Sample and Sampling technique
The study sample was made up of three hundred and thirty (330) lecturers drawn from three Federal Colleges of Education in the area. It adopted a multi-stage sampling approach, involving stratified and simple random sampling techniques. The basis of stratification was the different Colleges of Education. There are ten (10) Colleges of Education in the South-South Nigeria. Out of these number, seven (7) are state owned while three (3) are Federal institutions. Each College constituted a stratum from which 60% of the members of departments were selected using simple random sampling method.

Instrumentation
Two sets of instruments were used for this study. There are Information and Communication Technology Competent Questionnaire (ICTCQ) and Lecturers' Job Performance Scale (LJPS) respectively. The first one called (ICTCQ) was divided into two parts. The first part was designed to elicit information on lecturers' demographic such as gender, marital status, rank, teaching experience and ages of the lecturers. The second part of the instrument was a four-point Likert type scale.

Validity of the instrument
To measure the validity of the instruments, the two instruments were given to different test experts to critique the items for face and content validity. The experts made their independent suggestions which the researcher used in effecting corrections before they were approved by the Supervisors.

Reliability of the instrument

To ascertain the reliability of the instrument, a trial test involving 50 lecturers and 50 students from College of Education, Akamkpa; Cross River State was carried out using the two sets of instruments. The participants for the trial test were not part of the main study. Cronbach's Alpha method was adopted for the reliability estimate of 0.74.

Procedure for data collection

Copies of the questionnaires were administered and retrieved with the help of five (5) research assistants. The research assistants were trained specially by the researcher.

Result of the findings

Research question one

To what extent does the ICT literacy level of lecturers influence job performance? To answer this research question, the mean and standard deviation of the ICT literacy level of lecturers and that of their job performance were computed. These are presented on Tale 1

Table 1: Summary of mean and standard deviation of lecturers' ICT literacy level and job performance

S/N	Variable	N	X	SD
1	ICT literacy level	330	21.21	3.62
2	Job performance	330	62.70	12.29

From Table 1, the mean ICT literacy level of the lecturers was 21.21 (Sd = 3.62) while their mean job performance was 62,70 (Sd = 12.29).

Research question two

To what extent does information literacy level of lecturers influence their job performance?

The mean and standard deviation of the lecturers' information literacy level and that of their job performance is presented on Table 2.

Table 2: Mean and standard deviation of lecturers' information literacy level and job performance

S/N	Variable	N	X	SD
1	Information literacy level	330	24.05	3.74
2	Job performance	330	62.70	12.29

From Table 2, the mean information literacy level of lecturers was 24.05 (Sd = 3.72) while their mean job performance was 62.70 (Sd = 12.29).

Hypothesis one

Table 3: Summary of descriptive statistics for the influence of lecturers' ICT literacy level on their job performance

S/N	Variable	ICT Literacy	N	$\overline{X}$	SD
1	Instructional Material Usage	No Help Needed	49	15.47	5.19
		Moderate Help Needed	204	14.48	4.73
		Much Help Needed	77	13.70	4.47
		Total	330	14.67	4.77
2	Instructional Delivery	No Help Needed	49	17.51	3.09
		Moderate Help Needed	204	16.28	3.58
		Much Help Needed	77	15.56	3.86
		Total	330	16.29	3.62
3	Result Management	No Help Needed	49	16.73	4.53
		Moderate Help Needed	204	15.50	3.98
		Much Help Needed	77	15.22	3.58
		Total	330	15.62	4.00
4	Student Supervision	No Help Needed	49	17.24	4.37
		Moderate Help Needed	204	15.86	4.41
		Much Help Needed	77	16.08	3.78
		Total	330	16.12	4.28
5	Overall Job Performance	No Help Needed	49	66.96	13.10
		Moderate Help Needed	204	62.48	12.46
		Much Help Needed	77	60.56	10.66
		Total	330	62.70	12.29

The result however shows no significant influence of lecturers' ICT literacy level on their job performance in terms of instructional material usage, result management and students supervision. Based the fact that ICT literacy influence overall job performance, the null hypothesis was rejected. A Post-Hoc comparison test was carried out using Fisher's Least Significant Difference (LSD) method to discover the pair wise groups mean difference responsible for the significant influence. The result is presented on Table 4

Table 4: Summary of One-Way ANOVA for the influence of Lecturers ICT Literacy level on their job performance

S/N	Variable	Source of Variation	Sum of Squares	Df	Ms	F
1	Instructional Material Usage	Between Groups	109.338	2	54.669	2.428
		Within Groups	7361.996	327	22.514	
		Total	7471.33	329		
2	Instructional Delivery	Between Groups	114.182	2	57.091	4.457*
		Within Groups	4188.305	327	12.808	
		Total	4302.488	329		
3	Result Management	Between Groups	75.859	2	37.929	2.397
		Within Groups	5173.793	327	15.822	
		Total	5249.652	329		
4	Student Supervision	Between Groups	76.153	2	38.077	2.089
		Within Groups	5959.471	327	18.22	
		Total	6035.652	329		
5	Overall Job Performance	Between Groups	1251.870	2	625.935	4.229*
		Within Groups	48403.827	327	148.024	
		Total	49655.697	329		

*Significant at .05; critical F = 3.00

   a.   Group means are along principal diagonals

   b.   Difference among group means are above the principal diagonals t-values are below the principal diagonals

Hypothesis two
Information literacy level of lecturer in ICT does not significantly influence their job performance
The independent variable in this hypothesis is information literacy of ICT lecturers (classified into No Help Needed, Moderate Help Needed and Much Help Needed) while the dependent variable is lecturers' job performance.

Table 5: Summary of Fisher's LSD for the influence of Lecturers' ICT literacy level on their job performance

S/N	Variable	ICT Literacy	No Help Needed (n=49)	Moderate Help Needed (n=204)	Much Help Needed (n=77)
1	Instructional Delivery	No Help Needed	17.51	1.23^{b}	1.95
		Moderate Help Needed	$4.86*^{c}$	16.28	0.72
		Much Help Needed	4.78*	1.76	15.56
		(MSW-12.808)			
2	Overall Job Performance	No Help Needed	66.96	4.48	6.40
		Moderate Help Needed	5.21*	62.48	1.92
		Much Help Needed	4.61*	1.38	60.56
		(MSW-148.024)			

* Significant at .05

The classification of the lecturers was based on their mean scores from the ICT literacy questionnaire. Scores above the mean were classified as being "No Help Needed", while scores below the mean were classified as "Much Help Needed", and scores above the mean were classified as "Moderate Help Needed". One-Way Analysis of Variance statistical technique was employed in testing the hypothesis.

Result analysis shows that the calculated F ratio for the influence of lecturers' ICT literacy on their job performance in terms of instruction delivery (3.522), result management (3.076), and in terms of overall job performance (3.544) were each greater than the critical F ratio of 3.00 at .05 level of significance, with 2 and 327 degrees of freedom. This means that, information ICT lecturers significantly influence their job performance in terms of instructional delivery, result management and overall job performance. The result, however, show no significant influence of information literacy of ICT lecturers on their job performance in terms of instructional material usage, and student supervision. Based on the fact that ICT literacy influences overall job performance, the null hypothesis was rejected. Post-Hoc comparison test was carried out using Fisher's Least Significant Difference (LSD) method to discover the pair wise groups mean difference responsible for the significant influence. Results of the analysis are presented on Table 6.

a.   Group means are along principal diagonals

b.   Difference among group means are above the principal diagonals

c.   t-values are below the principal diagonals

Results of analysis shows that there were significant pair-wise group differences as follows:

Instructional delivery – No Help Needed versus Much Help Needed (t=p<.05). If the results are considered using the group means, there is an indication that it was lecturers who have No Help Needed (x-17.44) that exhibited superiority in job performance than their counterparts who have Moderate Help Needed (x-16.10) and lowly literate (x-16.01)

Result management – No Help Needed versus Much Help Needed ((t=p<.05). If the results are considered using the group means, there is an indication that it was lecturers who have No Help Needed (x-16.16) that exhibited superiority in job performance than their counterparts who have Moderate Help Needed (x-15.82) and lowly literate (x-14.99).

Table 6: Summary of descriptive statistics for the influence of information literacy of lecturers in ICT on their job performance

S/N	Variable	Information Literacy of lecturers in ICT	N	$\overline{X}$	SD
1	Instructional Material Usage	No Help Needed	57	15.75	4.76
		Moderate Help Needed	135	14.01	4.67
		Much Help Needed	138	14.85	4.80
		Total	330	14.67	4.77
2	Instructional Delivery	No Help Needed	57	17.44	2.99
		Moderate Help Needed	135	16.10	3.35
		Much Help Needed	138	16.01	4.01
		Total	330	16.29	3.62
3	Result Management	No Help Needed	57	16.16	5.04
		Moderate Help Needed	135	15.82	4.24
		Much Help Needed	138	16.16	3.11
		Total	330	15.62	4.00
4	Student Supervision	No Help Needed	57	17.12	5.00
		Moderate Help Needed	135	15.94	4.35
		Much Help Needed	138	15.87	3.85
		Total	330	16.12	4.28
5	Overall Job Performance	No Help Needed	57	66.14	13.98
		Moderate Help Needed	135	62.90	11.64
		Much Help Needed	138	61.04	11.93
		Total	330	62.70	12.29

Overall job performance – No Help Needed versus Much Help Needed ($t=p<.05$). If the results are considered using the group means, there is an indication that it was lecturers who have No Help Needed (x-66.96) that exhibited superiority in job performance than their counterparts who have Moderate Help Needed (x-62.48) and lowly literate (x-60.56).

Discussion of findings
Lecturers' information and communication technology (ICT) literacy and their job performance. This hypothesis in its null form stated that lecturers' information and communication technology (ICT) does not significantly influence their job performance. The independent variable was lecturers' information and communication technology (ICT) literacy classified into No Help Needed, Moderate Help Needed and Much Help Needed while the dependent variable was lecturers' job performance. The result shows that lecturers' ICT literacy significantly influenced their job performance in instructional delivery and overall job performance. The result, however, show no significant influence of lecturers ICT literacy on their job performance in terms of instructional material usage, results management, and students' supervision. Based on the fact that ICT literacy influences overall performance, the null hypotheses were rejected. Meaning that ICT literacy by lecturers influenced their job performance. This also means that the No Help Needed lecturers exhibited superiority in job performance than their counterparts who are Moderate Help Needed. The plausible explanation for this finding may be due to the current trend in technology. Findings in current society have shown that ICT plays a major role in every sphere of the economy. Also it has proven beyond doubt that ICT utilization brings about efficiency and effectiveness in school management.

Anybody who possesses high literacy in the global world would definitely perform his or her job with ease, thus resulting in high job performance. Different lecturers' views in the various colleges showed that with the advent of ICT, especially computers and internet connectivity, has enhanced their job performance in terms of instructional delivery and overall performance. Where there are lecturers with No Help Needed, job performance is made easy and effective. Accordingly, some lecturers informed the researcher that they have commenced using the internet to give assignment to the students without much problem. Apart from this, they said that most of them have started using the computers for classroom flipping which makes the students over active, thus culminating into high students' academic performance.

The findings of the study is in line with that of Olaolu, Abdulrahaman and Habibatu (2012) who carried out a study on the influence of computer literacy on teachers' job performance in secondary schools in Kwara State, Nigeria and found that computer literacy influenced positively teachers' job performance. It therefore follows that advent of ICT in the 21st century and one's ability to utilize effectively due to one's competence encouraged job performance. Also, Ibrahim (2010) study on an assessment of availability of ICT literacy level and teachers' job performance in FCT secondary schools indicated that teachers who possessed high literacy level in the use of ICT devices like computers and internet exhibited competence in job performance than those who have low literacy level in ICT devices.

Conclusion

Based on findings of the study, it was concluded that ICT competence of colleges of education lecturers especially in the areas of ICT literacy, Information literacy of ICT and Pedagogical ICT literacy are key to teachers' job performance with respect to instructional delivery, while technological ICT literacy is fundamental to teachers job performance with respect to instructional material usage. Government should try to encourage ICT training to enhance their competence in the use of ICT as a learning resource.

Recommendations

Based on the findings of this study, the following recommendations were made for the purpose of implementing information and communication technology and lecturers' enhancement of their job performance in instructional delivery in colleges of education.

i.   Capacity building workshops, seminars and conferences should be organized for lecturers in colleges of education to boost their ICT literacy level, most especially in the use of multimedia equipment.

ii.   Colleges of education management and NCCE should make the development of ICT lecturer curriculum competence a priority, so that they can have a firm knowledge of the curriculum standard for their subject assessment procedures for implementing the curriculum.

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