

## BASIC INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) COMPETENCIES REQUIRED FOR OCCUPATIONAL EFFICIENCY OF GUIDANCE AND COUNSELLING LECTURERS IN TERTIARY INSTITUTIONS IN SOUTHEAST NIGERIA

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### Abstract

*The use of Information and Communication Technologies has gained much prominence in contemporary education. In lieu of this, the basic information and communication technology (ICT) competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in southeast Nigeria was investigated. Survey research design was adopted. A well structured, close-ended questionnaire was administered to 108 guidance and counselling lecturers for data collection for the study. The instrument for data collection for the study was a structured and close-ended questionnaire. The instrument was face-validated by three experts in guidance and counselling. The reliability of the questionnaire was ascertained using Cronbach Alpha reliability method which yielded a coefficient of 0.924. Through effective monitoring technique, the entire 108 copies of the questionnaire administered were completely filled and returned representing 100% return rate. Based on the data collected and analysed, the study identified 18 basic word processing competencies, 13 basic spreadsheet competencies and 11 basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria. There were no significant ( $p < 0.05$ ) differences in the mean ratings of respondents (guidance and counselling lecturers) on basic word processing and spreadsheet competencies required by the lecturers for occupational efficiency in tertiary institutions in southeast Nigeria. There was significant ( $p < 0.05$ ) difference in the mean ratings of the respondents (guidance and counselling lecturers) on basic internet competencies required for occupational efficiency in tertiary institutions in Southeast Nigeria. The study recommended that*

*guidance and counselling lecturers should be subjected to continuous in-service training on ICT skills for efficiency in service delivery.*

**Keywords:** ICT, Competencies, Guidance and Counselling, Tertiary Institutions, Southeast Nigeria.

## **Introduction**

The success of a nation's education system to a great extent depends on the effectiveness of its tertiary education/institution. Tertiary institutions are established and charged with the mandate of providing knowledge, skills and training to students who have successfully completed their secondary education and desirous of pursuing a chosen discipline for future career through education of higher learning. Okute and Agomuo (2010) described tertiary institutions as third tier of learning which provide training in an ever-increasing number of specialization necessary for the modern society. In Nigerian education system, the Federal Republic of Nigeria (2014) delineated tertiary institution into universities, colleges of education, polytechnics and monotechnics whose aims and objectives are: to contribute to national development through high-level relevant manpower training, develop and inculcate proper values for the survival of the individual and society, develop the intellectual capability of individual to understand and appreciate their local and external environment, acquire both physical and intellectual skills which will enable individuals to be self reliant and useful members of the society, promote and encourage scholarship and community services, forge and cement national unity; and promote national and international understanding and interaction. One of the disciplines in Nigerian universities and colleges of education is guidance and counselling.

Guidance and counselling is a professional field which has a broad range of activities, programmes and services that are designed to assist individual students or clients to have better understanding of themselves, their problems, their learning environment, their world and also to develop adequate capacity for making wise choice on their future career. Similarly, Adeusi, Adekeye and Babalola (2015) stated that guidance and counselling is a school programme designed to assist clients to understand and clarify their views of their life, and to learn to attain their self-determined goals through meaningful, well-informed choices and through resolution of challenges of an emotional or interpersonal nature. According to the report of University of Louisville (2012), school guidance counsellors play a powerful role in the career development of students. Evidence from Adeusi, Adekeye and Babalola (2015) shows that research on school counselling and guidance services has found that students who receive career development services reported greater career awareness and higher levels of career exploration and planning. Further, long-term effects of career counsellors help in educational institutions for success in transitioning and giving on a better sense of direction in their careers, and higher levels of overall life satisfaction. Lapan, Gysbers, and Sun (2007) observed that students who have access to guidance and counselling services are more adjusted, positive and having greater feelings of belonging and safety in their future career as a result of the services rendered by guidance counsellors.

Guidance counsellors have an important role in advocating for broad based career plans that focus on the students' interests and abilities which give students increase future career options (Amoah, Kwofie & Kwofie, 2015). The roles of the school guidance counsellors are therefore to plan career development intervention activities to support students make informed choices.

These activities can empower the students to cope effectively with career development tasks (Niles & Harris-Bowlsbey, 2002). It can be a deliberate act aimed at enhancing some aspect of students' career development in terms of career maturity and career decision making (Isaacson & Brown, 2000). With the current reality of global technological advancement in education, effective service delivery and occupational efficiency of guidance counsellors cannot be attained without intensive knowledge of information and communication technologies (ICTs).

Information and Communication Technologies (ICTs) has rapidly changed and revolutionized the nature, content and scope of instruction at all levels of education. According to Howell and Lundall (2000), ICTs are all forms of technologies that are used to create, store, process and use information in its various forms (data, voice, image and multi-media presentations) to facilitate and support communication. Nwabueze (2011) viewed ICTs as a broad-based technology which uses equipment, applications, methods and management that support the creation, storage, manipulation and communication of information. Federal Ministry of Education (2010) described ICTs as encompassing all equipment and tools (inclusive of traditional technologies of radio, video and television to the newer technologies of computers, hardware, software and so on), as well as the methods, practices, processes, procedures, concepts and principles that come into play in the conduct of the information and communication activities.

In the report of World Bank (2006), ICT consists of the hardware, software, networks and media for the collection, storage, processing, transmission, and presentation of information. Chinien (2001) stated that ICT deals with digital data and ways of storing, retrieval, transmission and receipt information. Apreala (2013) observed that the use of information and communication technologies (ICTs) is fast gaining prominence and becoming one of the most important elements defining the basic competencies in education system. The increase in the use of ICTs has facilitated the paradigm shift from traditional pedagogical methods to innovative technological-based teaching and learning methods imbedded in school educational programmes. As reported by Selinger (2002), ICTs facilitate communication, increase access to learning for students, stimulate a wide range of scientific phenomenon and generally motivate both teachers and students, develop problem solving capabilities and aid deeper understanding. In the context of this study, basic ICTs refer to set of information and communication competencies of guidance and counselling lecturers in word processing, spreadsheet and internet usage for occupational efficiency in Nigerian universities and colleges of education.

Word processing is a term that describes the use of hardware and software to create, view, edit, manipulate, transmit, store, retrieve and print text materials (Onah, 2004). Apart from word processing, other major aspects of ICT where teachers require competence in effective career guidance of students include spreadsheet and internet among others. Spreadsheet, according to Microsoft Encarta (2010), is a computer programme that displays numerical data in cells in a simulated accountant's worksheet of rows and columns in which hidden formulas can perform calculations on the visible data. Bakpo, (2002) defined internet as a collection of computer networks that connect millions of computer around the world. Bassey (2003) stated that internet is an international computer network of information available to the public through modem. Therefore, when students are properly stimulated in the course of

instructional delivery in agricultural science in secondary school through the use of modern instructional facilities, there is likelihood for them to make career choice in agriculture. There is no empirical evidence available to the researcher as regards ICT skills possessed by guidance and counselling lecturers in institutions of higher learning in Nigeria and southeast inclusive. This study was therefore carried out to identify basic Information and Communication Technology (ICT) competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.

### **Purpose of the Study**

The broad purpose of the study was to examine the basic Information and Communication Technology (ICT) competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria. Specifically, the study identified basic:

1. Word processing competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.
2. Spreadsheet competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.
3. Internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.

### **Research Questions**

The following research questions were answered in line with the specific purposes of the study:

1. What are the basic word processing competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?
2. What are the basic spreadsheet competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?
3. What are the basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?

### **Hypotheses**

**H0<sub>1</sub>:** There is no significant difference in the mean ratings of guidance and counselling lecturers on basic word processing competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria based on their educational qualification.

**H0<sub>2</sub>:** There is no significant difference in the mean ratings of male and female guidance and counselling lecturers on basic spreadsheet competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria.

**H0<sub>3</sub>:** There is no significant difference in the mean ratings of guidance and counselling lecturers on basic internet usage competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria based on their educational qualification.

## **Methodology**

The study was carried out in southeast Nigeria. Three research questions were answered while three null hypotheses were tested at 0.05 level of significance. Descriptive survey research design was adopted to carry out the study. Nworgu (2006) defined descriptive survey research design as the one in which a group of people or items are studied by collecting and analyzing data from a few people or items considered to be the representative of the entire group. Ponto (2015) noted that descriptive survey research can use quantitative research strategies using questionnaires with numerically rated items, qualitative research strategies using open-ended questions, or both strategies for data collection. Information gathered through descriptive survey must be generalized to the whole population and thus a survey is useful for development and planning purposes.

Multistage random sampling technique was adopted in carrying out the study. Firstly, two out of the five states in southeast Nigeria were randomly selected. The two states randomly selected are Abia and Enugu States in southeast Nigeria. The second stage of the selection involved purposive sampling of public universities and colleges of education offering guidance and counselling in seven schools in the two states. Hence, polytechnics are excluded from the sampling frame because guidance and counselling is not offered in polytechnics. The third stage of the sampling involved selection of all 108 guidance and counselling lecturers in the seven tertiary institutions used for the study. The 108 guidance and counselling lecturers therefore constituted the respondents for the study from who the data were collected.

The instrument for data collection for the study was a structured and close-ended questionnaire. The questionnaire was structured into four sections (A, B, C and D) for data collection for the study. Section A of the questionnaire focused on data collection on personal information (gender, school, and educational qualification) of the respondents. Section B was made to collect data on word processing competencies required by guidance and counselling lecturers; section C covered data collection on spreadsheet competencies required by guidance and counselling lecturers while section D focused on data collection on internet usage competencies required by guidance and counselling lecturers. The responses options of sections B, C and D were structured on a 4-point rating scale of Highly Required (HR); Required (R); Less Required (LR) and Not Required (NR) with corresponding values of 4, 3, 2, and 1 respectively. The instrument was face-validated by three senior Guidance and Counselling lecturers from Federal College of Education, Asaba, Delta State. The reliability of the questionnaire was ascertained using Cronbach Alpha reliability method was used to determine the reliability of the instrument which yielded a coefficient of 0.924. Data for the study were collected with the help of seven research assistants with one from each of the seven tertiary institutions across the two states. Through effective monitoring technique, the entire 108 copies of the questionnaire administered were completely filled and returned representing 100% return rate. The data collected were analysed using mean and standard deviation for answering the research questions while t-test statistics was used for testing the null hypotheses at 0.05 level of significance.

The cut-off point for answering the research question was obtained as 2.50. Based on the obtained cut-off point value, any item with mean value of 2.50 and above was interpreted as "Required" while those less than 2.50 were interpreted as "Not Required". The hypothesis of no significant difference was upheld when the p-value (sig.) is greater than 0.05 level of

significance. On the other hand, the hypothesis of no significant difference was rejected when the p-value (sig.) is less than 0.05 level of significance.

## Results and Interpretation

### Research Question One

What are the basic word processing competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?

**Table 1: Mean ratings on basic word processing competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria (n= 108).**

| SN                 | Item Statements                                                      | $\bar{X}$   | SD          | Rmks       |
|--------------------|----------------------------------------------------------------------|-------------|-------------|------------|
| 1                  | Create document with file name                                       | 3.57        | 0.44        | Rqd        |
| 2                  | Type with moderate speed for instructional or professional purposes  | 3.60        | 0.57        | Rqd        |
| 3                  | Preview documents and publication skills on guidance and counselling | 3.52        | 0.61        | Rqd        |
| 4                  | Fax / email of documents                                             | 3.50        | 0.56        | Rqd        |
| 5                  | Create/insert of tables, symbols and pictures on documents           | 3.40        | 0.63        | Rqd        |
| 6                  | Create http/html document skills                                     | 3.63        | 0.50        | Rqd        |
| 7                  | Back up documents and publications on CDs and DVDs                   | 3.42        | 0.81        | Rqd        |
| 8                  | Import/Export text, graphics, tables from various sources            | 3.50        | 0.58        | Rqd        |
| 9                  | Spell checking, Thesaurus, proof reading skills                      | 3.10        | 0.75        | Rqd        |
| 10                 | Create an equity fax using templates                                 | 3.43        | 0.62        | Rqd        |
| 11                 | Use of drawing tools for effective lesson planning                   | 3.48        | 0.51        | Rqd        |
| 12                 | Save/open documents on instruction and others                        | 3.32        | 0.58        | Rqd        |
| 13                 | Changes text alignment                                               | 3.43        | 0.60        | Rqd        |
| 14                 | Changes margins and line spacing                                     | 3.47        | 0.58        | Rqd        |
| 15                 | Adds a table to a document and edits rows and columns                | 3.32        | 0.56        | Rqd        |
| 16                 | Ability to use Tab to indent                                         | 3.62        | 0.53        | Rqd        |
| 17                 | Ability to use bullets and numbering on learning materials           | 3.55        | 0.54        | Rqd        |
| 18                 | Ability to save typed documents with desired file name.              | 3.43        | 0.62        | Rqd        |
| <b>Pooled Mean</b> |                                                                      | <b>3.46</b> | <b>0.59</b> | <b>Rqd</b> |

**Note:**  $\bar{X}$  = Mean; SD = Standard Deviation; Rqd = Required; n = Number of Respondents.

The data presented in Table 1 revealed that the mean ratings of the responses of the respondents ranged from 3.10 to 3.62 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 18 identified items in the Table are basic word processing competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.

### Research Question Two

What are the basic spreadsheet competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?

**Table 2: Mean ratings on basic spreadsheet competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria (n= 108).**

| SN                 | Item Statements                                               | $\bar{X}$   | SD          | Rmks       |
|--------------------|---------------------------------------------------------------|-------------|-------------|------------|
| 1                  | Enter data using existing templates and other technique       | 3.51        | 0.57        | Rqd        |
| 2                  | Interpret data from an existing spreadsheet                   | 3.60        | 0.55        | Rqd        |
| 3                  | Formats data in a cell eg. bold, alignment                    | 3.45        | 0.56        | Rqd        |
| 4                  | Change column width and row height                            | 3.63        | 0.48        | Rqd        |
| 5                  | Generate appropriate graph, graph, histogram, bar, line graph | 3.17        | 0.65        | Rqd        |
| 6                  | Uses sum formula and undertakes basic calculations            | 3.66        | 0.50        | Rqd        |
| 7                  | Format data to currency, time, number and percentage          | 3.64        | 0.53        | Rqd        |
| 8                  | Sort data in excel sheets on students career records          | 3.44        | 0.62        | Rqd        |
| 9                  | Create database, tables, queries, reports and form skills     | 3.53        | 0.54        | Rqd        |
| 10                 | Design, preview/print of database files on career records     | 3.46        | 0.57        | Rqd        |
| 11                 | Structure Quarry Language programming skill                   | 3.53        | 0.70        | Rqd        |
| 12                 | Upload database forms/tables to the web                       | 3.61        | 0.58        | Rqd        |
| 13                 | Merge of data e.g. with word processing                       | 3.57        | 0.64        | Rqd        |
| <b>Pooled Mean</b> |                                                               | <b>3.52</b> | <b>0.58</b> | <b>Rqd</b> |

**Note:**  $\bar{X}$  = Mean; SD = Standard Deviation; Rqd = Required; n = Number of Respondents.

The data presented in Table 2 showed that the mean ratings of the responses of the respondents ranged from 3.17 to 3.66 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 13 identified items in the Table are basic spreadsheet competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.

### Research Question Three

What are the basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria?

**Table 3: Mean ratings on basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria (n= 108).**

| SN                 | Item Statements                                                 | $\bar{X}$   | SD          | Rmks       |
|--------------------|-----------------------------------------------------------------|-------------|-------------|------------|
| 1                  | Create web page for teaching and searching career materials     | 3.50        | 0.56        | Rqd        |
| 2                  | Understand the general structure of a web address               | 3.52        | 0.57        | Rqd        |
| 3                  | Access, copying and pasting information from internet           | 3.62        | 0.56        | Rqd        |
| 4                  | Ability to upload career lecture notes or other material on web | 3.01        | 0.60        | Rqd        |
| 5                  | Use and understand hyperlinks / navigation buttons              | 3.45        | 0.49        | Rqd        |
| 6                  | Download career related information from web for students       | 3.27        | 0.78        | Rqd        |
| 7                  | Retrieve and reply to an email                                  | 3.15        | 0.81        | Rqd        |
| 8                  | Display multiple browser skills                                 | 3.45        | 0.72        | Rqd        |
| 9                  | Ability to use Telnet, Newsgroup and file transfer protocol     | 3.60        | 0.62        | Rqd        |
| 10                 | Display teleconferencing skills for career lessons among others | 3.48        | 0.52        | Rqd        |
| 11                 | Practice the use of facsimile to teach students                 | 3.75        | 0.56        | Rqd        |
| <b>Pooled Mean</b> |                                                                 | <b>3.43</b> | <b>0.62</b> | <b>Rqd</b> |

**Note:**  $\bar{X}$  = Mean; SD = Standard Deviation; Rqd = Required; n = Number of Respondents.

The data presented in Table 3 revealed that the mean ratings of the responses of the respondents ranged from 3.01 to 3.75 which are all greater than the cut-off point value of 2.50 on 4-point rating scale. This indicated that the 11 identified items in the Table are basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria.

## Testing of Hypotheses

### Hypothesis One

There is no significant difference in the mean ratings of guidance and counselling lecturers on basic word processing competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria based on their educational qualification.

**Table 4: Analysis of Variance (ANOVA) test of significant difference in the mean ratings of guidance and counselling lecturers on basic word processing competencies they required for occupational efficiency based on their educational qualification**

| Sources of Variance | Sum of Squares | DF         | Mean Square | F-Cal | p-value | Level of Sig | Decision |
|---------------------|----------------|------------|-------------|-------|---------|--------------|----------|
| Between Groups      | 0.329          | 2          | 0.53        | 0.45  | 0.72    | 0.05         | NS       |
| Within Groups       | 83.844         | 105        | 0.49        |       |         |              |          |
| <b>Total</b>        | <b>84.173</b>  | <b>107</b> |             |       |         |              |          |

**Note:** Level of Sig. = 0.05; NS = Not Significant

The result of analysis of variance (ANOVA) in Table 4 showed that the p-value of 0.72 was greater than 0.05 level of significance. This implied that there was no significant ( $p < 0.05$ )

difference in the mean ratings of the responses of guidance and counselling lecturers with B.Sc (Ed), M.Sc (Ed) and PhD qualification on basic word processing competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria. Consequently, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean responses of the guidance and counselling lecturers based on academic qualification is accepted.

### Hypothesis Two

There is no significant difference in the mean ratings of male and female guidance and counselling lecturers on basic spreadsheet competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria.

**Table 5: Result of t-test statistics of no significant difference in the mean ratings of male and female guidance and counselling lecturers on basic spreadsheet competencies they required for occupational efficiency in tertiary institutions.**

| Variables        | N  | $\bar{X}$ | SD   | DF  | Std. Error | t-cal | p-value | Level of sig. | Decision |
|------------------|----|-----------|------|-----|------------|-------|---------|---------------|----------|
| Male Lecturers   | 57 | 3.54      | 0.61 | 106 | 0.033      | 0.41  | 0.57    | 0.05          | NS       |
| Female Lecturers | 51 | 3.50      | 0.59 |     |            |       |         |               |          |

**Note:** Level of Sig. = 0.05; NS = Not Significant

The data presented on the t-test statistics in Table 5 showed that the p-value of 0.57 was greater than 0.05 level of significance. This indicated that there was no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of male and female guidance and counselling lecturers on basic spreadsheet competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria. Therefore, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean ratings of the responses of the male and female lecturers is accepted on hypothesis two.

### Hypothesis Three

There is no significant difference in the mean ratings of guidance and counselling lecturers on basic internet usage competencies they required for occupational efficiency in tertiary institutions in southeast Nigeria based on their educational qualification.

**Table 6: Analysis of Variance (ANOVA) test of significant difference in the mean ratings of guidance and counselling lecturers on basic internet usage competencies they required for occupational efficiency based on their educational qualification**

| Sources of Variance | Sum of Squares | DF         | Mean Square | F-Cal | p-value | Level of Sig | Decision |
|---------------------|----------------|------------|-------------|-------|---------|--------------|----------|
| Between Groups      | 0.814          | 2          | 0.48        | 3.20  | 0.02    | 0.05         | Sig.     |
| Within Groups       | 79.920         | 105        | 0.43        |       |         |              |          |
| <b>Total</b>        | <b>80.734</b>  | <b>107</b> |             |       |         |              |          |

**Note:** Level of Sig. = 0.05; Sig. = Significant

The result of analysis of variance (ANOVA) in Table 6 showed that the p-value of 0.02 was less than 0.05 level of significance. This indicated that there was significant ( $p < 0.05$ ) difference in the mean ratings of the responses of guidance and counselling lecturers with B.Sc (Ed); M.Sc (Ed) and PhD qualifications on basic internet usage competencies for occupational efficiency in tertiary institutions in southeast Nigeria. Hence, the null hypothesis of no significant ( $p < 0.05$ ) difference in the mean responses of the guidance and counselling lecturers based on academic qualification is rejected.

## **Discussion**

This study identified 18 basic word processing competencies, 13 basic spreadsheet competencies and 11 basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria. The findings of this study corroborated that of Okoro (2013) whose result showed that relevant competencies in ICT include ability to send e-mail, ability to receive e-mail, skills in producing documents with word processors for career development in the world of work. Ezemoyih & Okafor (2010) on the evaluation of information and communication Technology skills needed by accounting education lecturers in Nigeria also found that ICT skills such as changes text alignment, change margins and line spacing, adds a table to a document and edits rows and columns and creating document with file name among others are vital for effective teaching of accounting courses and career stimulation of students.

The finding of this study also agreed with that of Azih (2016) who investigated Microsoft access and Microsoft excel skills needed by office technology and management lecturers for quality service delivery where the author found that Microsoft access and Microsoft excel (spreadsheet) sub skills are needed by office education graduates for employability and career success on graduation. Ibelegbu (2013) investigated the Information and Communication Technology skills needed by Business Studies Teachers in Junior Secondary Schools in Adamawa State and found that business studies teachers needed all the computer appreciation, word processing, the use of internet and data processing skills identified for effective teaching of students. The finding of this study sported that Obasuyi & Otabor (2012) carried out a study on survey of internet literacy skills among physical science undergraduate of the University of Benin, Nigeria and found that students who are computer; internet and ICT literate possess most of the required internet skills needed for occupational career development on graduation.

## **Conclusion and Recommendations**

This study investigated basic information and communication technology (ICT) competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in southeast Nigeria. A well structured, close-ended questionnaire was administered to 108 guidance and counselling lecturers for data collection for the study. Based on the data collected and analysed, the study identified 18 basic word processing competencies, 13 basic spreadsheet competencies and 11 basic internet usage competencies required for occupational efficiency of guidance and counselling lecturers in tertiary institutions in Southeast Nigeria. There were no significant ( $p < 0.05$ ) differences in the mean ratings of respondents (guidance and counselling lecturers) on basic word processing and spreadsheet competencies required by the lecturers for occupational efficiency in tertiary institutions in southeast Nigeria. There was significant ( $p < 0.05$ ) difference in the mean ratings

of the respondents (guidance and counselling lecturers) on basic internet competencies required for occupational efficiency in tertiary institutions in southeast Nigeria. It is concluded that the acquisition and possession of the identified basic ICT competencies by lecturers will greatly improve their occupational efficiency in the study area.

From the above findings and conclusion, the study recommended that:

1. Tertiary institution lecturers, guidance and counselling inclusive should be subjected to continuous training through symposia, seminars, conferences and workshops on ICT skills and competencies to enable them to use these skills effectively and efficiently in their course of service delivery.
2. The state and federal governments should package the identified basic ICT competencies and integrated into the curriculum of teachers training institutions in the country.
3. Tertiary institution management in southeast Nigeria should ensure adequate funding for procurement of necessary modern instructional facilities and ICT targets for effective instructional delivery, career orientation and occupation efficiency of lecturers in southeast Nigeria.

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