

## **DIGITAL CITIZENSHIP AND JOB EFFECTIVENESS OF BUSINESS EDUCATION LECTURERS IN STATE-OWNED UNIVERSITIES IN SOUTH-SOUTH, NIGERIA**

**<sup>1</sup>Prof. Sam Otamiri and<sup>2</sup>Erekosima, Diepriye Deborah**

**<sup>1</sup>Department of Office and Information Management, Faculty of Management Sciences, <sup>2</sup>Department of Business Education, Faculty of Education, Rumuolumeni, Port Harcourt, Rivers State, Nigeria**

### **ABSTRACT**

*This study focused on digital citizenship and job effectiveness of Business Education lecturers in state-owned universities in South-South, Nigeria. The aim of the study was to carefully appraise the relationship between digital citizenship and job effectiveness of Business Education lecturers in state-owned universities in South-South, Nigeria. The study concluded that digital citizenship enhances the job effectiveness of Business Education lecturers in South-South, Nigeria. Based on the findings, the following recommendations were made amongst others: government should finance universities adequately by increasing the annual educational budget; adequate funding will empower Management to finance and upgrade institutional digital infrastructures which will make it possible for administrative heads to access digital work system.*

***Keywords: Digital Citizenship, Internet Assess, Job Effectiveness, Examination Conduct***

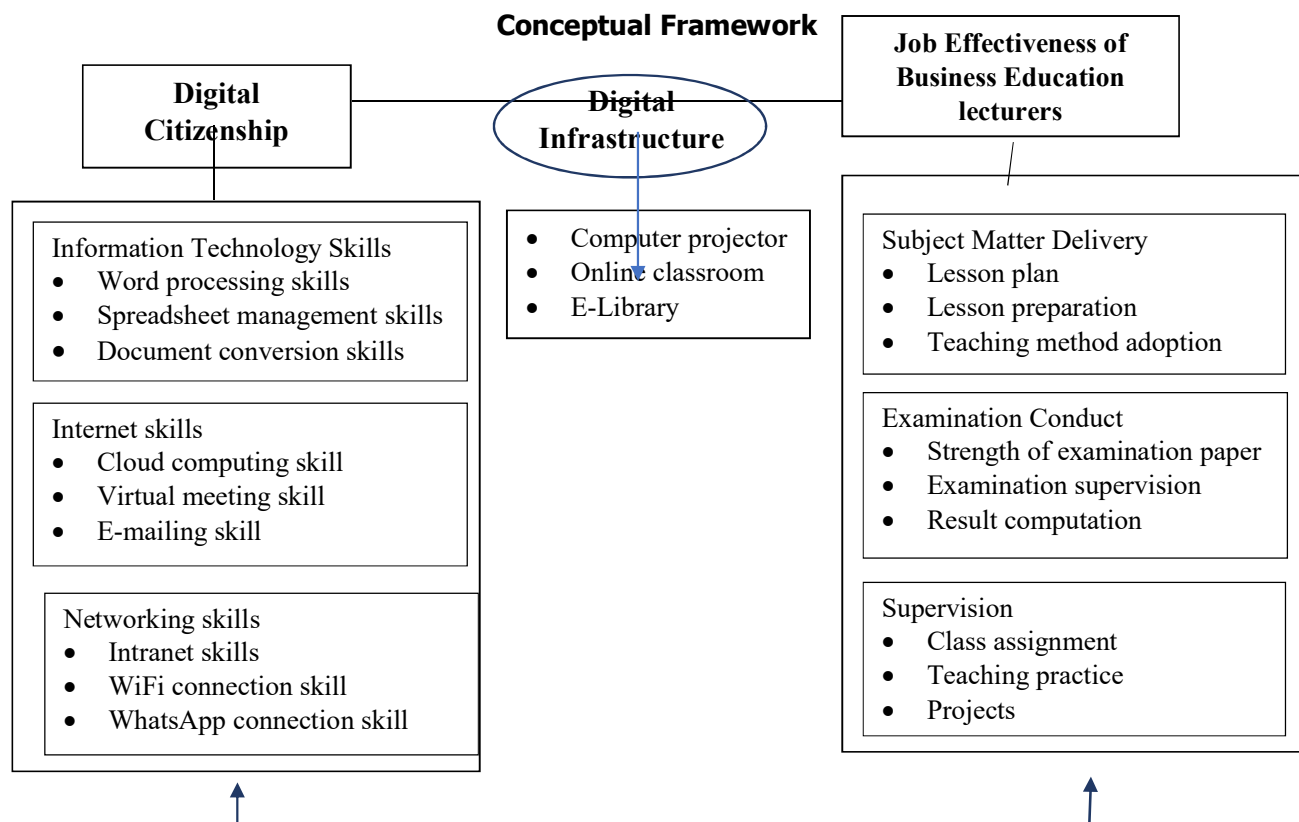
### **INTRODUCTION**

The performance of Business Education lecturers in tertiary institutions in South-Sough Nigeria has been criticized in recent times by education stakeholders in the country. A keen observation in these tertiary institutions shows that there is poor supervision of students' works with the use of digital facilities. Also observed is that some lecturers have cultivated the habit of not properly teaching and supervising students' works; even as they show lukewarm attitude to academic work. These lecturers are said to have poor attitude to work and poor digital skills resulting in poor graduates. Many of them further lack the zeal to work, the briskness, momentum, adequacy of hardworking people; and generally, dedication, competence, determination and honesty all of which characterize highly performing and productive people in a society.

In view of these, lecturers have been misconceived as being ineffective in performing their teaching and supervisory roles/duties. Stakeholders have attributed this to lack of knowledge of digital skills while others blame the predicament on poor digitalization of the institutions. Obviously, many lecturers do not adequately monitor and supervise the activities of their students in the classroom. These negative tendencies have grossly affected the image of their institutions even as stakeholders question their competence and efficiency. The limited performance of Business Education lecturers in recent times, could be traced to inadequate digital communication technologies in their institutions. Many classrooms in tertiary institutions lack adequate digital communication technologies such as Networks, social media means of communication and e-library facilities. This has made it difficult for lecturers to effectively teach and supervise the activities of their students, thereby resulting in poor performance in that aspect.

It is believed that the provision of adequate digital facilities for teaching and supervision would enhance the job effectiveness of lecturers in state-owned universities in South-South, Nigeria. However, there is no empirical evidence to justify this claim in the study area as most of the studies on instructional delivery, digital citizenship and job effectiveness were carried out in the developed countries while the available empirical studies that examined the relationship between instructional delivery digitalization and job performance of lecturers in South-South, Nigeria were conducted in other academic departments. Empirical studies carried out by Ozturk (2021), digital citizenship and

its teaching: a literature reviews, Otamiri (2021), on digital citizenship and effectiveness of administrative heads of tertiary institutions in South-South Nigeria. Also, Otamiri and Nmehuile (2020), influence of digital infrastructural on organizational communication success of tertiary institutions in Rivers State. Furthermore, Otamiri and Odu (2020), survey on digitalizing the management of tertiary education in Nigeria. Finally, Otamiri and Odu (2020), carried out a study on managing education in a digital world: issues, challenges and prospects. In all these studies conducted, to the best of my knowledge, none of them has been done on digital citizenship and job effectiveness of business education lecturers in state-owned universities in the South-South, Nigeria. Therefore, these have created the gap in empirical literatures which the present study attempted to fill.



**Fig. 1: Researcher's conceptualization showing digital citizenship and job effectiveness of business education lecturers in the South-South, 2022.**

**Source:** Otamiri (2021); Çiftci and Aladag (2018); Otamiri and Odu (2020); Otamiri and Nmehuile (2020).

### **Aim of the study**

The aim of the study was to carefully appraise the relationship between digital citizenship and job effectiveness of business education lecturers in state-owned universities in South-South of Nigeria.

### **Digital Citizenship**

When studies on digital citizenship and teaching on them are considered, it is observed that majority of them are related to the introduction of the concept of digital citizenship or the elements of digital citizenship (Alberta Education, 2012). A great number of the studies in the literature are about determining digital citizenship levels or perceptions of lecturers, students, educational administrators and pre-service lecturers. There are also studies in the literature examining the subjects and outcomes in the curricula within the framework of digital citizenship; especially in the

teaching of digital citizenship and its elements (Jose, 2016). The definition of digital citizenship has grown as modern societies develop and use more technology. New forms of use and abuse of technology have led to new definitions of proper use. Digital citizenship is best understood in positive, outcomes based terms regarding appropriate use of technology in the areas of digital ethics, media and information literacy, participation engagement, and critical resistance. The Internet has extended citizenship to a global arena and creates communities of practice where people interact based on shared common interests, irrespective of geography. Educators play a crucial role in modeling and teaching proper use of technology and healthy digital relationships. For educators to teach healthy digital citizenship to students, self-awareness and a deep understanding of student perceptions must be obtained. Throughout the growing body of literature on digital citizenship, there are varying opinions about outcome-based or normative behaviour-based definitions of digital citizenship (Choi, 2016; Choi et al., 2018). Normative behaviour-based definitions of digital citizenship tend to focus on guarding against negative behaviors such as technology abuse and misuse (Ribble, 2022; Wilson & Wineburg, 2018). In contrast, outcome-based definitions of digital citizenship focus instead on desirable outcomes such as the transformations of self, community, and society through proactive Internet use (Choi, 2016; Choi et al., 2018). The most common definition of digital citizenship describes the "norms of appropriate, responsible behaviors about technology use" (Ribble, 2022). This definition, incorporating the normative digital behaviors that make up digital citizenship is the most commonly used definition (Jones & Mitchell, 2022; Lyons, 2012).

Ribble (2022), suggested that "the term citizen is most commonly defined as a native or naturalized person who owes allegiance to a larger state or collective and who shares the rights and responsibilities afforded all members of that collective". As such, citizens are bound to certain social expectations, and for society to operate in a positive manner, individual citizens must adhere to those expectations as well as abide by the rules or laws. As society becomes more social and global due to the use of technology, citizenship takes on new meaning. Lyons (2012), noted that digital citizenship is a "subset of citizenship". Ribble (2022), described digital citizenship as "The New Citizenship". Furthermore, digital citizenship is defined as "the norms of behavior with regard to technology use" and "the norms of behavior for technology use" (Ribble & Bailey, 2022). Ribble (2022) defined digital citizenship as "the norms of appropriate, responsible behavior with regard to technology use" as well as the appropriate and responsible use of technology in the educational field (Ribble, 2022). Additionally, the International Society for Technology in Education (ISTE) developed the ISTE Standards for Students (ISTES) and the ISTE Standards for Lecturers (ISTET) as frameworks for learning and teaching, respectively, in an "increasingly connected and global digital society" (ISTE, 2012). Both ISTE Standards include entries for digital citizenship.

Although digital citizenship is often associated with students' appropriate and responsible use of technology in educational settings, Ribble (2022), clarified that digital citizenship is a starting point to assist all community members in learning about the responsible use of technology in all settings, and that parental involvement is important for students. Because of the unique issues born of technology, everyone must learn about digital citizenship so that each member of society can become aware of the dangers and pitfalls as well as the positive outcomes associated with taking on the role of digital citizen in a global community. Although citizenship may be rooted in similar foundational contexts in both offline and online environments, digital citizenship yields a number of special case issues that must be considered to elicit appropriate and responsible actions in online settings. In the context of this research study the term digital citizenship is defined as the ethical, moral, and responsible use of technology to ensure the safety of oneself and others when collaborating in an increasingly digital, networked, and global society.

## **Proxies of Digital Citizenship**

### **a. Information Technology Skills**

IT is defined as a range of new technologies that include all aspects pertaining to the use of computers, satellites, the internet and communication technologies, intranet, and e-resources such as e-books, e-journals and e-dissertations (Gazi, 2016; Mossberger et al., 2008). Furthermore, the application of IT in academic libraries is being advanced for the recording, processing, storing, transferring and retrieval of information to enable the smooth running of the library. IT plays an important role in managing the use and provision of information in academic libraries (Siddik et al., 2021). Information technology skills refer to the ability of staff to use IT tools to process or handle online requests. These skills are obtained through practices, to the point where staff members are regarded as experts in using IT tools to perform their daily duties. Information technology skills also refer to the skills required by library staff members to handle IT and other related fields such as computer operations, the creation of online databases, and searching for information on the internet (Global Report, 2015). In addition, IT skills focus on library staff members' tangible performance in a work environment in relation to IT usage and application.

### **b. Internet Skills**

The reflective and conceptual skills needed to engage and take out the relevant content from the Internet. For measuring internet skills among populations at large, studies that use a range of internet skills with a sequential and conditional nature are very interesting. Harshman and Augustine (2013), and Oduh (2020) introduced three general types of digital skills that are also applicable to the internet. Harshman and Augustine (2013) distinguished between instrumental skills (the operational manipulation of technology), structural skills (related to the structure in which information is contained), and strategic skills (proactively looking for information, information-based decision-making, and scanning for relevant information). Oduh (2020), changed Harshman and Augustine's (2013) definition to operational skills (the skills to operate computer and network hardware and software), formal information skills (the ability to understand and to handle the formal characteristics of a computer and a network such as file structures and hyperlinks), substantial information skills (the ability to find, select, process and evaluate information in specific sources of computers and networks), and strategic skills (the capacities to use information as the means for specific goals and for the general goal of improving one's position in society). These definitions enable in-depth measurements of internet skills and provide an opportunity to investigate how the different skills levels are distributed among social segments in the population. Furthermore, they go beyond the more traditional definitions of media literacy by suggesting a more (inter)active use.

### **c. Networking Skills**

Networking is the exchange of information and ideas among people with a common profession or special interest, usually in an informal social setting. Networking is based on the idea that you can build a relationship with people from a point of common interest. This might be, for example, your professional background, membership of an institution, club or college, or a business interest. Networking is important because we all prefer to do business with people we know, or who are known to people we know. Broadening your network therefore opens up your business opportunities, whether to sell, buy, recruit or get a job. Networking is a way to build relationships. Research suggests that networking is directly linked to career success both in terms of salary growth as well as career satisfaction. For those early in their careers, networking can be a way to connect with mentors or potential employers. Networking later in the career can help you keep pace with changes in your industry, generate fresh ideas and prepare you for leadership roles. Networking is meant to be mutually beneficial and good networking skills can help build meaningful relationships. Two ways to improve upon your networking skills is listening and asking questions. Actively listening by making eye contact, focusing on what the other person is saying and responding appropriately will help you engage with people. Asking thoughtful questions can reflect your sincerity, show that you pay attention and help build trust.

### **Concept of Business Education**

In order to be able to understand the concept of Business Education, it would be necessary to look at the definitions of Business Education in the past and present time. This is because technology has helped to change definitions of certain things. It therefore, implies that Business Education, as a course of study has to move with time. Evans (2021), viewed Business Education as an essential part of the preparation of youths for life and living. Godfrey (2016), postulated that Business Education is a programme of instruction which consists of two parts; Office education, a vocational programme of office careers through initial, refresher and upgrading education and the other as General business education, a programme to provide students with information and competences which are needed by all in managing personal business affairs and in using the services of the business. Ogonda (2015), viewed Business Education as that facet of educational training that helps the individual to acquire relevant skills needed for living. Ogunmayi (2018), revealed that Business Education is the type of education that assists individuals to acquire skills which they can apply to solve problems in business and office occupations. Cross (2020), posited that the concept of Business Education in the American context is a field of study and training in business practices and in specific skills such as accounting, information processing, keyboarding/typewriting techniques and record keeping. It also covers business management, business communication and distributive trade practices. Thus, the programme is conducted on two distinct levels: education for business teacher preparation and education for administrative support personnel in business and industry.

Oduh (2020), defined Business Education as a formidable force in equipping the youths with appropriate skills, knowledge, abilities, and competences to enable the individuals to be self-employed, employers as well as successful employees and managers of their own. Koko (2010), stated that Business Education refers to specialized training or retraining which is given in tertiary institutions (colleges, polytechnics and universities). Ubulom and Dambo (2016), maintained that Business Education is an aspect of the education is an aspect of the educational programme designed to provide an individual with the needed business and vocational attitudes, understanding, knowledge and skills. Ile and Mekuri-Ndimele (2021) asserted that Business Education is a programme in education that prepares students for entry into advancement of jobs within the business environment. Hollandsworth et al. (2011) stressed further that it is an education programme which involves acquisition of skills, knowledge and competencies which make the recipient/beneficiary proficient.

### **Lecturers' Job Effectiveness**

Lecturers' job effectiveness is the ability or quality or power which can develop or improved the teaching-learning process and educational process also. Lecturers' job effectiveness include efficiency in strategies teaching, learning process, student and classroom management, university environment, discipline, uses of teaching aids, measurement, evaluation and feedback etc. The lecturers' job effectiveness is made up of two familiar words one is 'lecturer' and another is 'effectiveness'. The word 'Effective' word came from the Latin word 'effectivus' which means creative and productive. According to Jones and Mitchell (2022), we are however, convinced that most important factor in the contemplated educational reconstruction is the lecturer, his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it." In the words of Klinger (2016), obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective lecturer. According to Chou et al. (2012), said about lecturers' job effectiveness that, the lecture hall practices are important to learning. In his research, he found that what happens in the classroom is critical and that how a lecturer teaches is important. Practices that promote higher order thinking and active participation are most successful. The problem is to translate this knowledge into an acceptable evaluation procedure. Abas (2019), found

that women lecturers were more satisfied than men lecturers. Age was found significantly related to lecturer job satisfaction in positive way. Academic career of lecturer was not significantly related to their job satisfaction.

Krishna (2022) investigated job satisfaction and economic status of married and unmarried women lecturer revealed that there is job satisfaction among women lecturers. The lecturers of high economic status are more satisfied than low economic status and there is no significant difference in job satisfaction between married and unmarried women lecturer. Osagie and Akinlosotu (2017) stated that job satisfaction is not related to age, salary, and length of the service, educational qualifications of the teachers. Job satisfaction was related to the type of school administration in which a teacher is employed and there is no relationship between job satisfaction and linguistic affiliations of lecturer. Mtyuda and Okeke (2016) in their study on job satisfaction and teaching effectiveness of secondary school teachers, observed that the teachers in general were dissatisfied with their job.

### **Subject Matter Delivery**

The mastery of subject matter is the foundation upon which the education of a teacher is based. The lecturer requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a lecturer which contributes to the growth of a teacher as a person. The lecturer specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz & Latham, 2022). The mastery of subject content by a lecturer greatly determines the quality of teaching and subsequent learning. The lecturer with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The lecturer is required to arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for lecturers' competence in subject content mastery and content delivery. Therefore, the teaching methods and the content are important for the teacher. Training helps the lecturer to comprehend a number of activities, knowledge and skills which they can use professionally to develop their teaching techniques.

### **Examination Conduct**

Examinations are conducted according to the assessment rule. The conduct of examinations refers to the administrative arrangements made for students sitting examination papers. Ideally, all candidates should take the examination under the same conditions. To impose an acceptable degree of uniformity and to maintain the integrity of the exam, boards issue 'regulations' for the conduct of exams. Responsibility for examination conduct is usually delegated to: Exam Center Supervisor: responsible for all aspects of conduct in the exam center, Invigilator (Supervisor): responsible for the conduct of a particular exam. In some countries, notably those of Central and Eastern Europe, each school has to set up an examination co-coordinating committee or 'commission'.

Candidates must attend punctually at the times assigned to their papers, and must be at the venue of the examination thirty (30) minutes before the time the examination is due to start. S/he must be ready to be admitted into the examination hall, at least, ten (10) minutes before the time appointed for the commencement of the examination. Candidates should, therefore, refrain from studying in halls and lecture rooms earmarked for examinations. Candidates arriving more than half an hour after the examination has started shall not be allowed to participate in the examination, or may be admitted only at the discretion of the Chief Invigilator (i.e., provided the

cause(s) of lateness by the student are reasonable, cogent and sufficiently convincing). Similarly, except with the special permission of the Chief Invigilator, candidates may not leave the examination hall during the first and last half hour of the examination. Outside those periods, candidates, with the permission of the Invigilator, may leave the room temporarily, and then only if accompanied by an invigilator. Candidates must display their University Identity cards during each examination.

### **Supervision**

Supervision is the ability to manage, lead and supervise students in the course of learning process (Ile & Mekuri-Ndimele, 2021). It is an indispensable component of effective teaching and learning, especially in South-South Nigeria where the challenge of overcrowded classrooms hinders effective teacher instructions. For the classroom to function, the lecturer must be able to establish order. This requires him to have the knowledge, attitude and skills necessary. He must be able to establish rapport with the students and their parents, involve students in the processes of establishing ground rules for behaviour and being accountable for their actions, manage transitions during instructions, motivate students to maximize time-on-task, supervise students in their learning activities, seminar works, industrial training, teaching practice, projects dissertation and deal with students' misbehaviour effectively.

A seminar can be seen as a gathering of people for the purpose of discussing a stated/given topic. Such gatherings are usually interactive sessions where the participants engage robustly in discussions about an interesting/pressing topic. A seminar is, generally, a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to actively participate (Kazimoto, 2016).

### **The Cognitive Flexibility Theory by Spiro in 1988**

The cognitive flexibility theory was postulated by Spiro in 1988. Among the approaches to learning that draw on cognitive theories, cognitive flexibility theory acknowledges that some domains of knowledge are complex and ill-structured. In contrast to well-structured domains that may be organized in linear or hierarchical formats that translate into sequential instruction, ill-structured domains are considered as irregular and contextual. The theory suggests that instructional design for such domains should represent the complexity of the domain by creating webs of information (e.g., through the use of hypertext), using multiple perspectives and embedding the knowledge within multiple contexts. Lecturers with limited knowledge domains should engage in critical analysis, perspective taking and problem framing to support the transfer of knowledge to new contexts. Thus, cognitive flexibility within such complex domains is achieved.

This theory includes the ability to represent knowledge from different conceptual and case perspectives and then, when the knowledge must later be applied, the ability to construct from those different conceptual and case representations: A knowledge ensemble tailored to the needs of the understanding or problem-solving situation at hand. While some aspects of learning to teach may reside in learning factual information and theoretical principles, many aspects of teaching can be considered a complex and uncertain endeavour. Many illustrations of teaching practice demonstrate the complexity of lecturers' knowledge application, decision making, immediacy of response, and the overall management of dilemmas in daily practice. Consequently, on this view of teaching, knowledge for teaching requires a flexibility of application and practiced decision making that would allow beginning lecturers to respond flexibly to messy and context dependent variation. That is, lecturers should be versatile in digital knowledge/operations in order for them to masterfully/skillfully disseminate information / knowledge to their students for teaching – learning outcomes.

## CONCLUSION

Digital citizenship is a societal issue and plays an increasingly important role in world affairs given its pervasiveness and its infusion into society at increasing rates. This phenomenon is of equal concern in educational settings given lecturers' use of social media is at an increasing rate. The study results on digital citizenship skills are useful information to be studied by academia in evaluating Nigerian education system. The study concluded that the level of skills of Business Education lecturers is at a moderately high level due to the fact that most lecturers are not used to networking skills. The university's efforts, teaching staff, and the ministry in promoting the use of digital technology as a whole are very satisfactory. Students' readiness to become digital citizens who care about well-being, learning, and security indirectly proves that today's students have a high level of awareness in using technology appropriately. Formulating policies and practices to develop digital citizenship skills for national development can be built from this study's results. Policies related to digital citizenship should be formulated in accordance with the practice of digital citizenship especially starting based on education. The policy is built by introducing digital citizenship norms and principles and further enhancing knowledge, skills, and awareness of digital citizenship issues. Therefore, this study opens an opportunity for other researchers to continue study the digital community's skills in different demographics. It is hoped that there will be research in the future on digital citizenship skills based on other variables. Students' importance to become good digital citizens and use technology responsibly is necessary to continuously increase the level of knowledge, skills, and awareness. The effectiveness of being a proactive digital citizen can be achieved through digital citizenship education. Relevant literacy and practicality are needed to cultivate digital users' confidence and positive attitude towards technology. This study opens up opportunities for other researchers to broaden studies on the digital citizenship literacy and skills in different demographics. Future research from different paradigm and methodology should be done to grasp opportunities and challenges surroundings framework of digital citizenship and digital citizenship education.

## RECOMMENDATIONS

Based on the findings, the study puts forward the following recommendations.

- i. Government should finance higher institutions adequately by increasing the annual educational budget. Adequate funding will empower Management to finance and upgrade institutional digital infrastructures which will make it possible for administrative heads to access digital work system.
- ii. The use of zoom meeting platform, Whatsapp platform, and Gmail should be embraced by all administrative heads to enhance virtual supervision of students as well as collaboration with subordinates.
- iii. Administrative heads should imbibe the practice of using online platforms such as goggle drive and other mobile platforms in managing administrative records rather than sticking to the traditional paper-based file management practice.
- iv. Electronic reporting via e-mail and other digital platforms should be adopted to enable administrative heads remotely monitor and stay in touch with operational activities under their auspices.

## REFERENCES

- Abas, M. K. M., Yahaya, R. A. & Din, M. S. F. (2019). Digital literacy and its relationship with employee performance in the 4IR: *Journal of International Business, Economics and Entrepreneurship*, 4(2), 29-37.
- Alberta Education (2012). *Alberta education cataloguing in publication data, digital citizenship policy development guide*. Alberta School Technology Branch.

- Choi, M., Glassman, M., & Cristol, D. (2017). What it means to be a citizen in the Internet age: Development of a reliable and valid digital citizenship scale. *Computers & Education, 107*, 100–112.
- Chou, C. C., Block, L., & Jesness, R. (2012). A case study of mobile learning pilot project in K–12 schools. *Journal of Educational Technology Development and Exchange, 5*(1), 11–26.
- Çiftci, S., & Aladag, S. (2018). An investigation of pre-service primary teachers' attitudes toward digital technology and digital citizenship levels in terms of some variables. *International Education Studies, 11*(1), 111-118.
- Cross, A. (2020). University students' use of social networking sites and its relation with some variables. *Proceedings of the Eurasian Academic Conference*, 13-17.
- Evans, A. E. (2021). Managing stress among lecturers in polytechnics of south eastern Nigeria. *Mediterranean Journal of Social Sciences, 5*(6), 333 – 338.
- Gazi, Z. A. (2016). Internalization of digital citizenship for the future of all levels of education. *Egitim ve Bilim, 41*(186), 137–148.
- Godfrey, O. (2016). An analysis of the technology acceptance model in understanding university students' behavioural intention to use e-learning. *Educational Technology & Society, 12*(3), 150-162.
- Hollandsworth, R., Dowdy, L., & Donovan, J. (2011). Digital citizenship in K–12: It takes a village. *TechTrends, 55*(4), 37–47.
- Jones, L. M. & Mitchell, K. J. (2022). Defining and measuring youth digital citizenship. *New Media & Society, 18*(9), 2063-2079.
- Jose, K. (2016). Digital literacy matters: Increasing workforce productivity through blended English Language programs. *Higher Learning Research Communication, 6*(4), 1-15.
- Kazimoto, P. (2016). Employee engagement and organizational performance of retails enterprises.
- Klinger, A. (2016). Teachers' perceptions of students' social learning skills through digital technology. Pro Quest Dissertations & Theses Global.
- Koko, W. X. (2010). *Business education: A historical perspective*. Kelly Publication Enterprises.
- Lyons, G. A. (2012). Empowering english language learners through digital literacies: Research, complexities, and implications. *Media and Communication, 7*(2), 128–136.
- Miranda, H., & Russell, M. (2012). Understanding factors associated with teacher-directed student use of technology in elementary classrooms: A structural equation modeling approach. *British Journal of Educational Technology, 43*, 652–666.
- Mossberger, K., Tolbert, C. J., & McNeal, R. S. (2008). *Digital citizenship*. MIT Press.
- Mtyuda, P. N. P & Okeke C. I. O. (2016). Factors associated with lecturers' job dissatisfaction in schools in rural Eastern Cape Province. *Stud Tribes Tribals, 14*(1), 44-53.

- Ogonda, N. (2015). *Teaching and learning with social networks: Barriers to its adoption*. <http://www.josepicardo.com/2008/08/teaching-and-learning-with-social-networks-barriers-to-its-adoption>
- Otamiri, S. A. & Nmehuile, E. L. (2020). Influence of digital infrastructure on organizational communication success of tertiary institutions in Rivers State. *International Journal of Innovative Research and Advanced Studies*, 8(1), 14 – 23.
- Otamiri, S. A. & Odu, S. (2020). Digitalizing the management of tertiary education in Nigeria. In S. O. Nwafor & S. O. Oluwuo (Eds), *management of education for sustainable national development in Nigeria: A book of readings in honour of Professor John Okpako Enaohwo* (289 – 298). University of Port Harcourt Press Ltd.
- Otamiri, S. A. & Odu, S. (2020). Managing education in a digital world: Issues, challenges and prospects. In S. O. Nwafor & S. O. Oluwuo (Eds), *management of education for sustainable national development in Nigeria: A book of readings in honour of Professor John Okpako Enaohwo* (75 – 96). University of Port Harcourt Press Ltd.
- Otamiri, S. A. (2021). Digital citizenship and effectiveness of administrative heads of tertiary institutions in South-South Nigeria. *An Unpublished Ph.D Thesis* in Ignatius Ajuru University of Education.
- Ribble, M. (2022). *Digital citizenship for educational change*. Kappa Delta Pi Record.
- Shantz, A. & Latham, G. P. (2022). Transfer of training: Written self-guidance to increase self-efficacy and interviewing performance of job seekers. *Human Resource Management*, 51(5), 733-746.
- Ubulom, W. J. & Dambo, B. I. (2016). An evaluation of the objectives of undergraduate business education degree programmes in some Nigeria Universities. *International Journal of Innovative Education Research*, 5(3), 68-76.