

DIGITAL CITIZENSHIP BEHAVIOUR AND JOB EFFECTIVENESS OF LECTURERS IN STATE-OWNED UNIVERSITIES IN SOUTH-SOUTH, NIGERIA

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ABSTRACT: *This study focused on digital citizenship behaviour and job effectiveness of lecturers in state-owned universities in South-South, Nigeria. The aim of the study was to carefully appraise the relationship between digital citizenship behaviour and job effectiveness of lecturers in state-owned universities in South-South, Nigeria. Findings of the study revealed that: There is a relationship between digital citizenship behaviour and job effectiveness of lecturers in state-owned universities in South-South. The study concluded that digital citizenship enhances the job effectiveness of 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 Behaviour, Job Effectiveness, University Lecturer*

INTRODUCTION

In order to properly understand the concept of digital citizenship, defining citizenship needs to be considered: Hence, the Turkish dictionary (2020) defines citizenship as the state of being born, growing up or having lived in a country; which implies being a member of a social, economic and political community. Citizenship occurs within a community and includes both rights and responsibilities. For instance, there are rights for community members such as the right to speak freely; likewise, there are responsibilities along with these rights. Responsibilities are the boundaries within which community members live (Alberta Education, 2012). Thus, the basic principles of citizenship include being respectful and polite, responsible and making positive contributions to the society.

The principles of digital citizenship are not very different from those of traditional citizenship. Just as children throughout human history need help from their parents and guardians to become good citizens, digital natives also require guidance to learn how to apply citizenship principles in the digital world (Impero Software & Digital Citizenship Institute, 2016). Consequently, digital citizenship construes being a member of a digital society would and having knowledge and skills in online computer digital operations. Such digital citizenship skills include Information Technology (IT) skills (as in word processing skills, spreadsheet management skills and document conversion skills), internet skills (as in cloud computing skills, virtual meeting skills and e-mailing skills) as well as networking skills (as in intranet skills, Wifi connection skills and WattsApp communication skills) (International Society for Technology in Education, ISTE, 2017).

Lecturers' job effectiveness is defined as the skill, knowledge and competence with which a lecturer executes the duties and responsibilities associated with his job description. It is also the fulfilling of an obligation, implementing one's duties and computing the accomplishment of set goals and objectives. This involves the lecturer's role in the dissemination of knowledge, providing guidance and counseling services for both on and off state-owned universities activities (Abdullah & Wan, 2013). Lecturers' effectiveness can be determined, explained or measured using some parameters

such as effectiveness in their subject matter delivery (as in lesson plan, lesson preparation and teaching method adopted), examination conduct (as in strength of examination paper, examination supervision and result computation) as well as supervision (as in class assignment, teaching practice and projects). Other areas include selection and application of instructional materials, relationship with students, completing number of period per week and scheme of work and commitment and involvement of other activities that will enhance the realization of school goals (Adam, Saeed, Salahuddin & Akter, 2013). While some lecturers give their best in the execution of their duties, some sources aver that their overall performance has dwindled over the years, due to poor digital citizenship.

Digital citizenship has a great influence on the job effectiveness of lecturers in state-owned universities. It becomes better where there are digital infrastructures in place. Such digital infrastructure includes computer projector, online classrooms as well as e-library. It is needful thus to explore the relationship between digital citizenship and lecturers' job effectiveness in South-South Nigeria including their benefits and challenges in order to attain educations goals; hence, this study.

Digital Citizenship Behaviour

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).

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. There was no significant difference between the teachers working in rural and urban areas, male or female teachers in their level of satisfaction or dissatisfaction. Citron and Norton (2011) explored that gender is not related to job satisfaction of primary school teachers in Porbandar and Junagadhar districts of Gujarat. Educational qualification is not related to job satisfaction of primary school teachers. Dotter et al. (2016) conducted a study on teacher effectiveness, job satisfaction and institutional commitment among secondary school teachers.

Human Capital Theory by Adams Smith (1776) and Developed by Gary Becker (1964) (Owhondah, 2018)

The human capital theory which was propounded by Adams Smith (1776) and developed by Gary Becker (1964) (Owhondah, 2018) served as the theoretical anchor of the study. The theory states that man's capacity to perform various tasks is based on the skills and knowledge inbuilt in man and external forces such as education, training and incentives which help to enhance his qualities. Human capital theory implies the aggregate stock of competencies, knowledge, social and personal attributes embodied in an intrinsic measure of economic value. Human capital theory views individuals as economic units who are important in an economy. The essential concept of human capital theory is that investments in individual can be ascertained based on the economic value that they are able to contribute to the society. Owhondah (2018) stated that, in every society, there is the urgent need for growth; hence, human capital theory establishes that there is a significant

relationship between the growth in the stock of a nation's human resources and the growth of national output. It is therefore advantageous that nations, which want to achieve a specific level of socio-economic manpower resources, invest in the country's human resources. The scholar further asserted that the educational system should be able to produce the right type of manpower (human capital) in the right proportion, quantity and time for national growth and development.

This theory is based on the assumption that skills and competences achieved by people (e.g. lecturers) is a factor of production comparable to other factors of production such as machine and land. This proposal of human capital theory notes that human resources are invaluable assets to a society that tends to enhance her productive capacity, which follows that human capital forms the ingredients that enable all other resources to survive. Therefore, this can only be functional when human capital (lecturers) is optimally utilized. The theory also takes into cognizance the training and motivation of lecturers as human capital in a system of education in the course of seeking for quality of education, which involves cost, attention, care and time. The lecturer who has passed through effective training (including digital knowledge) is qualified as part of capital resources that should be appropriately utilized.

The education goal of every society centres on the development of individuals to be moral, effective citizen, equal access to a qualitative education, building up persons who can be totally integrated into their immediate environment and other environment as stipulated in the National Policy on Education (FGN, 2014). This can only be achieved when qualified lecturers are employed and well equipped to teach in higher institutions. A major problem lecturers are presently facing in their institutions is poor digital infrastructure in form of online classrooms, computer projectors and e-library; which has greatly affected their teaching output. This can be rectified if all education stakeholders can join forces to ensure their availability and sustenance in digital infrastructure.

This theory relates to the proper management of human resources (lecturers) in the area of teaching which when utilized, will serve as a tool in achieving education goals and objectives including high students' academic performance. Consequently, human resources will only be effective when qualified and digitally trained lecturers are employed and allowed to work in conducive environment which will help enhance their performances in schools. This further helps in promoting quality output in institutions of learning and the society at large.

Empirical

Elcicek (2018), empirically investigated the digital citizenship and internet presence of Karadeniz Technical University. The study adopted survey research design. The broad objective of the study to ascertain the degree of digital citizenship and internet presence of graduate student undertaking internet-linked distance programme. The population/sample size of the study consisted of 143 postgraduate students. The registration forms of the students and questionnaire were used to obtain data. Results generated from the use of descriptive statistics via SPSS showed that internet presence enhanced the digital citizenship of the graduate students. It was also found that internet presence improved the perceived digital orientation of both male and female graduate students.

Osakede, et al. (2017) explored impact of e-administration on service delivery in Adekunle Ajasin University Akungba- Akoko, ((AAUA) Ondo State, Nigeria. The broad objective of the study was to establish how e-administration influences quality services delivery cultures of the institution. Two hypotheses were tested. Case study research design was adopted for the study. Using random sampling technique, a sample size of 350 respondents was done (comprising of 200 level 400 students and 150 staff). Relevant information was obtained from the respondents using questionnaire. Mean, standard deviation, and t-test were used for the data analysis. The results revealed that e-administration enhances quality services delivery and services culture in the institution.

Chukwuemaka, et al. (2017) looked at how e-government interacts with services delivery in Federal University, Ndufu- Alike Ikwo, Ebonyi State, Nigeria. The research process was hinged on descriptive design. The objective of the study was to establish how e-government influences employee and organizational performance of the institution. Questionnaire was used to obtain information from a sample of 287 respondent from a population of 1005. The two formulated hypotheses were analyzed using chi-square. The study revealed that e-government enhances both the employee and organizational performance of the institution.

Rowell and Money (2018) investigated the implications of educational financing for the national development of Nigeria. The study relied on secondary data from Central Bank of Nigeria and other financial institutions. The data collected were made up of national budgets and expenditures on education. Simple percentage was used as statistical tool. The study revealed but also slows down national development. It was also found that the rising infrastructural deficiency and poor education blamable on poor funding.

Rowell and Money (2018b) examined principals' use of teleconferencing and administrative effectiveness in secondary school in Akwa Ibom State- Nigeria. The objective of the study was to ascertain the availability level of teleconferencing facilities in school, the perceived benefits teleconferencing for administrative effectiveness. The descriptive survey design was used for the study. Three research question and one hypothesis were postulated to guide the study. The population consist all the secondary school principals in Akwa Ibom State. Two hundred and four (240) principals were randomly selected for the study. A researcher developed instrument titled "principals' Use of Teleconferencing and Administrative Effectiveness Questionnaire (PUTAEQ)" was used for data collection. Using Cronbach's Alpha statistical tool, the test of internal consistency of the instrument yielded a reliability coefficient of 0.83. Data collected were analyzed using frequency counts, percentage scores and t-test analysis. The study revealed that teleconferencing facilities were lacking in schools and principal's gender has no significant influence on their attitudes towards the use of teleconferencing. The study went further to reveal the perceived benefits and constraints that may be encountered by principals through the use of teleconferencing.

Oluyemisi (2018) investigated administrators' perspective towards using ICT for effective school management. Survey research design was adopted. The sample used for the study consisted of 120 administrative staff randomly selected from different secondary school in Ilesa Local Government area in Osun State. Questionnaires was prepared and administered, the responses were collected and analyzed using Chi-square. The results indicated that school administrators have a positive perspective towards the use of ICT tools in effective school management by solving the problem of poor communication in schools and achieving effective planning. Based on the findings, recommendations were made towards making ICT tools adequately available for schools and students by government and parents respectively.

CONCLUSION

The study concluded that the level of skills of 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.

RECOMMENDATIONS

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

- i. 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.
- ii. Administrative heads could imbibe the culture of using e-mail, what-sapp, zoom, and other e-meeting platforms as administrative communication media. This will make it possible for letters, memos minutes, and other correspondences to be shared and feedback gotten in time.
- iii. The use of goggle account (e-mail) whatsapp, and recordable zoom version should be prominently adopted in managing administrative records. The use of these online facilities is a lot more secure and convenient in the management of records when compared to traditional methods.
- iv. Management should provide hands-on basic and advanced computer training and retraining programmes for administrative heads to boost their digital literacy. The training/retraining may include keyboarding, voice typing, basic data processing and storage, cloud computing, and troubleshooting. Such effort will arm them with the prerequisite skills required in sharing of information in a digitalized age. This will bring about just-in –time information.
- v. Management of tertiary institutions should adopt cloud-based information system and internet to enable administrative heads work virtually and share information and feedback seamlessly to enhances operational activities.

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