

# INFORMATION AND COMMUNICATION TECHNOLOGY IN ADULT EDUCATION AS SIN-QUA-NON FOR PROMOTING EMPLOYEES' SKILLS AND COMPETENCIES IN LAGOS STATE, NIGERIA

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## Abstract

*Necessity as often said "is the mother of invention". One of the most apparent trends affecting workplace is the advent of information and communication technology. Information and communication technologies (ICTs) are electronic technologies used for information storage and retrieval. The body of evidence on the impact of ICTs on workforce such as improving employees' skills and competencies is greater and more persuasive. The study adopted a descriptive survey research design. The population covered 30 small and medium enterprises (SMEs) in Ikorodu local government in Lagos State. Purposive and convenience sampling procedure were used to select the SMEs and the respondents. In all, a sample size of 280 from 20 enterprises comprising 20 entrepreneurs and 260 employees formed the sample size. Four research questions were developed and two hypotheses were formulated and tested at 0.05 level of significance while a structured questionnaire titled "ICTs and Employees' Skills and Competencies (ICTESACQ)" was used to collect data for the study. The data were analyzed using descriptive statistics of mean and standard deviation and inferential statistics of regression analysis and Pearson Product Moment Correlation Co-efficient. The results indicated that training and development programmes enhanced and predicted employees' skills and competencies. The study also revealed the challenges faced by the employees in using ICT to work. Based on the findings, it was recommended that SMEs must give recognition to training and development of employees. Employees are also expected to be adequately skilled in ICT. The study concluded that for employees to enhance their skills and competencies in ICT, they need to imbibe the culture of training and retraining in updating and upgrading their current and future skills and capabilities.*

**Key Words:** *ICT, Skills, Competencies, SMEs, Training and Development programmes*

## Introduction

One of the features of a modern workplace is the availability of Information Communication Technology (ICT) and its usage by those who are concerned. Technology has evolved along with human development thus making the role of employees (human capital) to be crucial in the life and success of an organization. Human capital (employees) represents the knowledge, skills and abilities (KSA) of employees. They are the major assets in the production process. Thus, the success of any organization depends much on the skills and competencies acquired by these employees. Any organization that fails to develop ICT skills and competencies in their employees will be unable to grow and achieve success as expected.

The effective performance of the employees depends upon: knowledge, skill, and competencies acquired and availability and usage of Information and Communication Technology. Its tools such as computer, internet facility, printer, pen drive, cell phone, fax machine, scanner among others should be provided adequately. Information and Communication Technologies (ICTs) are electronic devices used for information processing storage and retrieval. The body of evidence on the impact of ICTs on

workforce in improving the employees' skills and competencies is greater and more persuasive. ICT is concerned with managing and processing information.

Beardwell & Holden (2011) defined competence as the ability to perform the activities within an occupational area to the levels of performance expected in employment. The four levels of managing and developing employees' skills and competencies according to them are described in order of increasing importance: know-what, know-how, know-why and care-why. The transition from the age of manufacturing into that of information and communication technologies necessitated the idea of adult education and lifelong learning. Adult education according to Mbalisi (2010) is any educative and purposeful learning activity organized for adults to initiate them into a new way of life by providing them with relevant skills, competencies, knowledge, information and attitudes required to excel in that aspect of life. Adult education encompasses training and development activities undertaken by adults in the areas of acquiring skills and competencies. The practice of adult education is also often referred to as "Training and Development" ( Okebiorun 2014)

The philosophy of adult education in human capital development is to get the adults to learn and through learning to acquire knowledge, necessary skills and to have change in behaviour and attitude to solve their daily problems. The National Policy on Education (2008) states the objectives of adult education and the fourth objective states "to provide in-service and on-the-job vocational and professional training for different categories of workers and professionals in order to improve their skills". Information Communication Technologies offer the unique opportunity of allowing employees to study on the job which is one of the bedrocks of adult education. Adult education and its programmes are designed to develop not only knowledge, skills, abilities and competencies but also work-related skills defined as functional, vocational and formational. It is a prerequisite for employees to succeed in their careers and for personal development. Continuous training and development in ICTs becomes is therefore, necessary to enhance the employees' skills and competencies to perform their tasks to satisfaction.

### **Literature Review**

Necessity as often said "is the mother of all inventions". The advent of Information Communication Technologies (ICTs) has changed the workplace and reduced the monotony of work and repeating tasks. These technologies have also brought about inevitable changes among employees. Employees play a crucial role as regards the growth and success of organization. The use of ICTs and their availability in the organization tend to increase the speed, flexibility and independence at work. On the part of the employees ICTs enable them to carry out more work tasks on their own and work more independently. ICTs and particularly the internet, e-mail, cell phone, and fax machine are driving force for employees' productivity and organizational growth and success. Thus, the need to supply and make available these technologies and provide human support becomes imperative. The efficient and effective performance of the employees depends largely on the optimal utilization of ICTs as well as their level of skills and competencies using the ICTs and the tools.

Similarly, an organization or enterprise becomes strong primarily when the employees have the wherewithal to contribute positively to such organization through their skills and competencies. In a nutshell, organizational performance is a function of the proficiencies and skills acquired by the employees. Competencies play key roles in workforce planning. Knowing which competencies the future workforce must possess to achieve business goals helps organizations to plan and design their organizational structures, recruitment strategies, training budgets and development plans (Wium, 2014). Andrew (2011) observed effort should be devoted to identifying individuals with competencies in areas considered to be difficult to develop or in areas where immediate success is required. Training and

manpower development come into play in this regard as a collection of actions, which increases employees' skills and competencies as well as enabling the organization to achieve and accomplish its goals and objectives are taught. Thus, ICT, training and manpower development and the new technologies are inseparable.

### **Conceptual Analysis: Employees' Competencies and Skills**

Educational providers and professional associations disagree about what skills and job competence mean and what the nature of expertise is. Working Group on Vocational Qualifications (1986) defined competence as "the ability to do a particular activity to a prescribed standard". Generally, job competence is described as the knowledge, skills and behavioural attributes necessary for acceptable job performance. To simplify the definition further, knowledge competencies refer to practical or theoretical understanding of subjects, previous education and experience. Skills and ability competencies refer to natural or learned capacities to perform acts, technical or practical skills to perform the job while behavioural competencies are personality characteristics that are key to successful job performance (hv.wa.gov/workforce). It can be deduced from the above definitions that for the employees to be competent in their work, they require attributes such as knowledge, skills, abilities, behaviour, right attitude and values necessary for performing a task to appropriate standard. These attributes must be optimally and judiciously utilized in performing their job in their best interest and to the interest of organization or institution that employed them. Nonetheless, a competent professional is a problem solver.

No organization can survive and achieve competitive advantage without a strong workforce. Competent and committed employees are key resource and success factor to organizations. In order to create strategic competitive advantages and remain in business, organizations have to evolve ways and means of strengthening and utilizing employees' core competencies in the management of talent. Wuim-Pam (2014) revealed that competencies can distinguish and differentiate an organization from its competitors and that while two organizations may be alike in financial results, the way in which the results were achieved could be different based on the competencies that fit their particular strategy and organizational culture

Wuim-Pam (2014) defined competencies as the measurable or observable knowledge, skills, abilities and behaviours (KSABs) critical to successful job performance. There are five basic types of competencies that employees should have namely: individual competencies, interpersonal competencies, motivational competencies, managerial competencies and analytical competencies (m.economictimes.com). The combination of observable and measureable knowledge, skills, abilities and personal attributes contribute to enhance employees' job performance and productivity which ultimately results in organizational success and output.

In the same vein, a skill is a developed proficiency or dexterity in mental operations or processes that is often acquired through specialized training; the execution of these skills results in successful performance. The three skill domains in the general employees' competency are: interpersonal skills, collaborative skills and self-management skills. Each skill is further broken down into related competencies. Shasul, Shold & Kassim (2013) defined employees' skills and competencies as special ability which is representing at society defined level, the ability to behave adequately and to take responsibility for one's behaviour. Malikeh, Rezvan & Mahmood (2012) affirmed employees' skills and competencies have the potential to go far beyond technical skills and managerial abilities on special organization's growth plan. Employees' skills and competencies can also be viewed as a set of defined behaviours that provide a structured guide enabling the identification, evaluation and development of

the behaviours in individual employees. Thus, skills and competencies are the sum total of any behaviour, attribute such as knowledge, skills, teamwork, leadership skills, technical knowhow which contributes to the development of an individual in the organization to take up bigger roles. It is the ability of an individual to do a job properly. Naturally, competency is not restricted to just top, middle or lower level but applies to every employee.

### **Concept of Information Communication Technologies**

Information and Communication Technologies (ICTs) are diverse set of tools and resources used to communicate, create, disseminate, store and manage information.

Gay & Blades (2005) defined Information and Communication Technology (ICT) as encompassing the effective use of equipment and programmes to access, retrieve, convert, store, organize, manipulate and present data and information.

This study considered appropriately and used and adopted a working definition of ICT, proposed by the UNESCO Consultative Workshop on performance indicators held in Manila. ICT is the term used to describe the tools and the processes to access, retrieve, store, organize, manipulate, produce, present and exchange information by electronic and other automated means. These means include hardware, software and telecommunication in the form of personal computers, scanners, digital cameras, phones, faxes, modems, CD and DVD (digital view disc) players and records, digitalized video, radio and TV programmes like data base programmes and multimedia programmes (UNESCO, 2002:75). The UNESCO definition is comprehensive encompassing two areas of specialization (Information Technology. (IT) ) And (Communication Technology, (CT)). To this end, information communication technology can be defined as technologies that provide access to information. Globally, ICTs have become veritable tool of acquiring knowledge, skills, abilities and competencies. ICTs include computers, the internet, wireless networks, cell phones, electronic mail, and other communication mechanism, video conferencing to conduct business.

The question needs to be asked and answered; why must organization devote much of its scarce resources in developing employees' ICT skills and competencies? There are several benefits which the ICTs in conjunction with the new paradigm shift in workplace is capable of affording employees the opportunity in adult education and its programmes and in lifelong learning. This is because the central element in ICTs is human capacity building which is meant to strengthen the skills and capabilities of employees and adults as a whole. Coupled with this, in the present day work environment, more emphasis is on collaborative work team to gather information, communicate and to perform various tasks which cannot be accomplished traditionally. ICTs are becoming an essential part of everyone's life. An increasing amount of work activities now take place with the support of alternative means of communication. To make employees relevant in the global job market entails effective integration of ICTs into various tasks performed by the employees at the same time enhancing their professional skills and competencies in terms of productivity. In addition to this by presenting their thoughts clearly through different methods of communication.

The increasing importance of ICTs in development process has made it expedient for everybody including employees to have a firm knowledge of ICT. Consequently, in order to compete globally in the world of work, employees need to enhance themselves in the skills of ICTs knowing how to use it to work and communicate effectively and efficiently. Conclusively, ICT is the driving force for effective and efficient operation of trade and commerce as well as human capital development.

## **The Role of Training and Manpower Development Programmes in Enhancing Employees' Skills and Competencies in ICTs**

The concept of the new technologies falls within the contexts of adult education and its programmes such as training and manpower development. Boselie (2014) argued that human capital represents the knowledge, skills and abilities (KSA) of employees and they are the foundation of value creation. If this is so, such capital needs constant updating and upgrading to remain effective and competitive in work situation. Training and manpower development is one of the many effective ways to labour turnover and effective strategies for improving human capacity building (skills, knowledge, abilities and competencies) in work places.

The guiding principle of training and manpower development is to have self-fulfilling employees with monetary and psychological rewards for their labour. Coupled with this, the changing in work place in terms of ICTs will require that employees are trained and developed properly to make use of these technologies at work. Hence, the development of employees in ICT through training and development programmes will make the employees capable and competent in their jobs and consequently, in life endeavours. Training according to Okebiorun (2014) is defined as management tool to develop skills, knowledge and increase both employees' and organization's performance in terms of efficiency, effectiveness, adequacy and productivity.

In the same vein, Okebiorun (2014) also defined manpower development as any managerial programme targeted to improve the competence and performance of employees. The objective of training and manpower development programmes is to ensure the right skills and competencies suitable for individual employee to enable the organization accomplish its aims, vision and that stated objectives are achieved. Organizations should know precisely the current skills and competencies of their workforce and find out the one they are lacking. Based on this identification of training needs, the organizations can organize training and manpower development programs suitable for the jobs.

There are different training and manpower development programmes that are used in enhancing the ICT skills and competencies of employees such programmes include: induction training, peer learning and reviewing, excursion, coaching, mentoring, tutoring, job control, training, study groups, job rotation, workshops, project work, substituting, work modeling, action learning, self-access and e-learning, assignments abroad, bench marking, conferences, seminars, fairs, field trips and simulations. These trainings can be in form of on-the-job, off-the-job and independent studying such as self-access and e-learning. It is the responsibility of the employers to improve, maintain and refresh the professional skills of and support their employees to ensure being successful at their work. Here lie the rudiments of organizational success and productivity gains.

### **Statement of the Problem**

The evidence on the impact of ICTs on workforce such as improving and enhancing employees' skills and competencies and increasing the organization output is greater and more persuasive. The use of ICTs tends to increase the differentiation of competencies levels among employees. Despite the importance of ICTs, the use of computers, internet, electronic mails and video conferencing are still in its infancy among the employees in developing economies such as Nigeria. There are many forces and factors that pose as challenges and problems to both employees and organizations in acquiring required skills and competencies on the use of ICTs to achieve organization success. Some of these are: inadequate training and development programmes on the use of ICTs, poor recognition of adult education and its programmes, unlimited infrastructure, fear and unwillingness on the part of employees to use ICTs being adults, inability of the employees to cope with the changes created by the advent of

ICTs, the high cost of ICT tools, poor internet facility and constant power failure. As a result of the aforementioned challenges and problems, this study investigated Adult Education and its programmes as tool for promoting and enhancing ICT skills and competencies in employees through training and manpower development programmes.

### **Purpose of the Study**

The main purpose of this study is to investigate the role of training and manpower development programmes in enhancing the ICT skills and competencies in employees. Specifically, the study sought to:

1. examine the skills and competencies level of the employees in increasing the organization output;
2. examine the attitudes of the employees to using ICT tools to perform various tasks in their organization;
3. identify the challenges facing the employees in using ICTs in their places of work;

### **Research Questions**

Three research questions guided the study.

1. To what extent will training and manpower development programmes enhance ICT skills and competencies of the employees?
2. How adequate are the skills and competencies level of the employees in increasing the organizational output?
3. What are the attitudes of the employees towards the use of ICTs in their organization?
4. What are the challenges facing the employees in the use of ICT in performing various tasks in their organizations?

### **Research Hypotheses**

In an attempt to achieve the intended purpose, the following hypotheses were postulated.

1. Training and manpower development programmes will not make significant impact in enhancing the ICT skills and competencies of the employees.
2. There is no significant relationship between the skills/competencies level of the employees and the increase in the organizational output.

### **Methodology**

#### **Research Design**

The design adopted for this study was the descriptive survey research of the expo facto type where no variable was manipulated or controlled but studied. The design is considered most appropriate because it employed questionnaire to examine the opinions, facts, attitudes and challenges of persons of interest to the researcher.

#### **Population for the Study**

The target population for the study consisted of all small and medium scale enterprises (SMEs) in Ikorodu local government area of Lagos State. An enterprise in this study is considered as small and medium if it has a labour size of 11-300 employees and is independently owned and operated.

#### **Sample size and Sampling Technique**

A total of three hundred (300) respondents comprising twenty (20) entrepreneurs and 280 employees were purposively and randomly selected from thirty (30) SMEs operating in Ikorodu local government, one of the industrial location and commercial nerve center in Lagos State. The SMEs in Ikorodu were

stratified into 30. Convenience sampling was used to select twenty (20) SMEs organization from the 30 strata, while one (1) entrepreneur and 14 respondents were purposively drawn from each stratum. Out of the 300 copies of questionnaire distributed, 280 were correctly filled and returned. Thus, the sample size consisted of 280 respondents who filled and returned the questionnaire giving a response rate of 93%.

### **Instrumentation**

The main instrument that was used for this study is a self-developed questionnaire tagged “Information Communication Technology and Employees Skills and Competencies questionnaire (ICTESACQ)”. The questionnaire consists of two sections; A and B. Section A consists of the respondents’ demographic characteristics such as age, working experience while Section B consists of 21 items on the variables of the study. The responses were modified Likert type 4 points rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The items were developed by the researcher through literature, personal ideas and interaction with experts in the department of Adult Education in the University of Lagos.

### **Validity and Reliability of the Instrument**

The content validity of the instrument was established through vetting by four experts in the Department of Adult Education, University of Lagos. The experts offered useful suggestions in terms of eliminating irrelevant items, modifying some and new ones were added.

In order to establish the reliability of the instrument, the test re-test method was adopted. A Cronbach Alpha of 0.82 was recorded for the instrument. This was considered an appropriate reliability measure for an instrument of this nature.

### **Procedure for Administration and collection of Data**

The researcher with the help of four research assistants administered the questionnaire. A total of 300 copies of the questionnaire were distributed out of which 280 (93%) were returned. The respondents were informed about the importance of the research and the need to provide objective responses. The age range of the respondents was between 21-58 years. The mean age the respondents was 67.25 with the standard deviation of 4.72. The respondents comprised of 20 entrepreneurs and 260 employees, 163 (58%) were male and 117 (42%) were female. Their working experiences ranged from 1-32 years, 184 (66%) were married, 92 (33%) were single and 04 (1%) did not specify. In all, 280 out of 300 respondents participated in the study. The majority of the respondents were married. The majority of the respondents agreed ICTs will enhance their skills and competencies. The criterion mean or decision was 2.50. Any mean of above 2.50 represent agree and below represent disagree. The higher the mean score, the more preferred response.

### **Method of Data Analysis**

The descriptive statistical analysis entailed the use of mean score and standard deviation. The inferential statistical test used for the study was regression analysis and Pearson Product Moment Correlation coefficient (r). The hypotheses were tested at 0.05 alpha level.

### **Result**

**Research Question One:** To what extent will training and manpower development programmes enhance the ICT skills and competencies of the employees?

**Table 1: Mean and standard deviation of the rating of training and manpower development programmes in enhancing the ICT skills and competencies of the employees N = 280**

No	Items	Mean Score	SD	Decision
1	ICT training has really helped me to be competent.	4.36	1.45	Agreed
2	Without updating and upgrading myself, I cannot have desired and acquire skills in ICT.	4.78	1.69	Agreed
3	I have been adequately trained and developed in ICT tools.	2.73	1.14	Agreed
4	The use of internet, video conferencing in sending and receiving mails are the major ICT skills and competencies I need.	4.23	1.54	Agreed
5	With ICTs training and manpower development programmes acquired, I work competently at duty.	3.85	1.56	Agreed

- The higher the mean score, the more preferred response.

Table 1 revealed that training and manpower development programmes have enhanced the ICT skills and competencies of the employees. All the mean scores are above the criterion mean of 2.50.

**Research Question Two:** How adequate are the skills and competencies level of the employees in increasing the organizational output.

**Table 2: Mean and standard deviation of the rating of adequacy of skills and competencies level of the employees N = 280**

No	Items	Mean Score	SD	Decision
6	Communication skills has maximally helped my work.	4.37	1.17	Agreed
7	I can send and receive mail pertaining to my duty even when I am not in the office.	4.50	1.61	Agreed
8	I have decision skills to take any action in my work.	3.39	1.16	Agreed
9	I am competent to perform any task	3.88	1.18	Agreed
10	I find it difficult to work with team.	3.56	1.11	Agreed

- The higher the mean score, the more preferred response.

Table 2 shows that majority of the respondents have required skills and competencies to increase the organizational output. All the items on skills and competencies have the mean between 3.56 and 4.50 showing that all the respondents agreed to have adequate skills and competencies to increase their organizational output.

**Research Question 3:** What are the attitudes of the employees towards the use of ICTs in their organizations?



**Table 3: Mean and standard deviation of the ratings of the attitudes of the employees towards the use of ICTs in their organization** N = 280

No	Items	Mean Score	SD	Decision
11	There is no ICT tool that I cannot use.	2.61	.057	Agreed
12	I am always happy to work with ICT tools.	3.27	0.41	Agreed
13	I have fear in working with ICT tools.	2.76	0.51	Agreed
14	I am reluctant to use computer to work.	2.10	0.68	Disagreed
15	ICT reduces my effectiveness at work	2.35	0.60	Disagreed
16	I prefer traditional methods of working to ICTs.	2.22	0.64	Disagreed

- The higher the mean score, the more preferred response.

Table 3 result shows the mean ratings of the attitudes of the employees to the use of ICTs. The analysis revealed the respondents agreed to items 11-13 with the mean scores of 2.61, 3.27 and 2.76. These are above the criterion mean of 2.50 while they disagreed to items 14 to 16 with the mean scores of 2.10, 2.35 and 2.22 which are below the criterion mean of 2.50. The result revealed the employees have mixed feelings to the use of ICTs.

**Research Question 4:** What are the challenges facing the employees in the use of ICTs.

**Table 4: Mean and standard deviation of the ratings of the challenges** N = 280

No	Items	Mean Score	SD	Decision
17	The high cost of ICTs is my major problem.	4.24	1.06	Agreed
18	Persistent electricity failure hinders my use of ICTs.	3.75	1.09	Agreed
19	No motivation for me to use ICT.	4.63	1.02	Agreed
20	Internet connectivity has always hindered my work and performance.	4.44	1.04	Agreed
21	The fear of spoiling the tools has always been my challenge.	4.24	1.06	Agreed

- The higher the mean score, the more preferred response.

Table 4 results show all the respondents are faced with challenges in using ICTs. Item 19 has the highest mean rating of 4.63 and having a SD of 1.02, while item 18 has the lowest mean score of 3.75 with 1.09 as the standard deviation.

### Testing of Hypotheses

H0<sub>1</sub>: Training and manpower development programmes will not make significant impact in enhancing the ICT skills and competencies of the employees.

**Table 5: Regression analysis of training and manpower programmes on enhancing ICT employees’ skills and competencies**

Model	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	30.368	.762	0.567	48.854	.002
Training and manpower development programmes (training, seminars, conferences etc.)	1.243	.112			.000
Multiple R <sup>2</sup>	.431			10.103	
Adjusted R <sup>2</sup>	.430				
F. Statistic	125.272				
P. Value	.000				

a. Dependent variable: ICT

Table 5 shows regression analysis indicating a significant regression model.  $P < 0.05$  and 43.1% variations account for the dependent variable (ICT skills) by the independent variables (training and manpower development programmes, seminar, conferences, workshops etc.) All predictors of the study indicating significant and positive influence on dependent variable. Seminars, conferences, workshops, training etc. enhance the ICT skills and competencies of the employees. The value of the Standardized Beta (0.567) shows that the independent variables (seminars, training etc.) are the strongest predictors of the study.

H0<sub>2</sub>: There is no significant relationship between the skills and competencies level of the employees and organizational output.

**Table 6: Pearson correlation analysis between employees’ skills, competencies and organizational output**

Variable	N	Mean	SD	DF	r-cal	r-tab
Skills and Competencies	280	4.362	1.731	278	0.413	0.196
Organizational Output	280	4.841	1.551			

$P \leq 0.05$

Table 6 above shows that employees’ skills and competencies have significant influence on organizational output with r-cal of 0.413 > r-tab of 0.196 at 0.05 level of significance. The variance between employees’ skills and competencies and organizational output was higher. Therefore, there is enough justification to reject the hypothesis which stated that there is no significant relationship between the skills and competencies level and organizational output.

**Discussion of Findings**

The results emanating from the study revealed that Adult Education and its programmes such as training, conferences, seminars and workshops will enhance the ICT skills and competencies of the employees. The value of the Standard Beta (0.567) shows that training and manpower development programmes are the strongest predictor of enhancing ICT skills and competencies. The findings of this study is in agreement with the findings of Ben Wuim-Pam (2014) who affirmed that employees’ development in ICT will strengthen employees’ capacity and increase the differentiation of competence levels among employees. In addition, Malikeh, Rezvan & Mahmood (2012) also affirmed that employees who have ICT skills and competencies have abilities to do a job properly.

Hypothesis two stated that there is no significant relationship between the employees' skills and competencies and organizational output. The findings indicated that employees' skills and competencies will predict organizational output. These findings corroborate the positions of Shasul, Shoid & Norliya (2013). They posited that competent employees are success factor in organizational output. For an organization to achieve its objectives, the organization employees must be competent in their work, have the right attitude and behaviour that are necessary for performing a task to appropriate standard. Generally, job competency encompasses the knowledge, skills and behavioural attributes necessary for acceptable job performance. In a nutshell, a competent employee is a problem solver.

### **Conclusion**

The effective performance of employees depends upon skills and competencies acquired and availability of information and communication technologies and its tools. For employees to enhance their skills and competencies in ICT, they need to imbibe the culture of training and retraining in updating and upgrading their current and future skills and capabilities.

### **Recommendations**

Based on the findings of this study, it was therefore recommended that:

1. Employees should be exposed to constant training and retraining to remain current in the use of ICT to perform effectively and efficiently at work.
2. Employers must help the employees to develop their professional skills and support them to enhance being successful at their work.
3. Employees should be motivated to use ICT tools to perform assigned tasks in their organizations.
4. Employees should be given soft loans to purchase ICT tools

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