

COMPUTER LITERACY AND GOAL ATTAINMENT OF PRINCIPAL OFFICERS IN PUBLIC UNIVERSITIES IN SOUTH-SOUTH GEO POLITICAL ZONE IN NIGERIA

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ABSTRACT

The study examined Computer Literacy and Goal Attainment of Principal Officers in Public Universities in South-South Geo Political Zone in Nigeria. Correlational research design was adopted. The study was carried out in fifteen (15) public universities in South-South. The target population was seventy five (75) Principal Officers. The Principal Officers include: Vice Chancellor, Deputy Vice Chancellor, Registrar, Bursar and the Librarian. Data for the study was collected by means of questionnaire. The instrument for the study was structured on a four point rating scale of Strongly Agreed (SA = 4 points); Agreed (A = 3 points); Disagree (DA = 2 points); Strongly Disagree (SD = 1 point). The instrument was validated by experts in the field. Reliability coefficient of 0.86 was obtained using Pearson Product Moment Correlation through test-retest method of estimating reliability. Four (4) research questions and four (4) hypotheses guided the study. Univariate data were analysed with mean and standard deviation and the bivariate data was analysed with Spearman Rank Order Correlation. Statistical Package for Social Science (SPSS) 20.0 was used in the analysis. Findings revealed amongst others, that word processing and internet surfing which are the dimensions of computer literacy have significant positive relationship with goal attainment. In other words, computer literacy of Principal Officers has the potential to enhance performance and productivity which will translate to goal attainment of the universities. Based on the findings, conclusion was drawn and recommendations were proffered which includes: that Principal Officers in public universities in South South geo political zone should have skills in word processing and internet surfing in order to facilitate the attainment of universities' goals

Key Words: Computer Literacy; Goal Attainment; Principal Officers

INTRODUCTION

In most organisations goal attainment has been a yardstick for measuring organization's performance. The extent to which an organisation is able to accomplish what it sets out to achieve is the acid test and it forms the main focus in most organisations' performance appraisals. Hence the more efficiently and effectively an organization achieves its goals, the more successful it is viewed (Mekhala, 2018). Iyewa and Gberevbie (2017) noted that organizational goals are strategic objectives that the management establishes that outline expected outcomes. Therefore, organisational goals need to be specific, measurable, achievable and time bond. According to Grant 2012, by setting clear and realistic goals, organizations have a clearer path to achieve success and realize its goal quicker. In educational institution the attainment of set goal is of utmost importance. Goal attainment justifies the very essence of the institution. Mekhala, (2018) noted that setting goal help to define institution's purpose, determine the tasks that must be improved to promote the attainment of the goals. Institutional goal attainment can be measured by how effective and efficient its service delivery are, how motivated the employees are; whether or not it is able to meet the expectations of the stakeholders etc.

Eva (2020) penned that in today digital technology society computer literacy can be an effective tool that administrators of universities can use to find solutions to universities' problems; such as using it to improve performance; enhance productivity; facilitate the speed and efficiency with which things are done and to create competitive advantage in the global and aggressive business

environment which ultimately would translate to goal attainment. Similarly, Mohammed et al. (2019) opined that institutions' service delivery process and procedures have gone digital; without computer, it will be difficult for educational institutions to conduct, run, improve administration and attain their goals; hence computer literacy is a requirement for administrators particularly Principal Officers as the skill is capable of facilitating the attainment of institutional goals.

Computer literacy involves the knowledge and ability to use computers and related technology efficiently, with skill levels ranging from elementary use to computer programming and advanced problem solving. It also refers to the comfort level someone has with using computer programs and applications. It basically means the ability to use computers for work (Wikipedia, 2020). According to John (2020), word processing is a basic skill in computer literacy. It refers generally to the creation, editing, formatting, storage, and output of both printed and online or electronic documents. Word processing is undoubtedly the most-used business application for personal computers, perhaps alongside World Wide Web browsers and electronic-mail (e-mail) applications. It is a facility that can enable administrators of universities to compose documents using a computer with facilities to edit, re-format, store, and print documents with maximum flexibility. Intel Corporation (2015) opined that knowledge of how to surf the internet is another test for computer literacy. Internet Surfing offers easy and quick way to find any information through the Internet. Internet Surfing involves going from one page to another on the Internet, browsing for topics of interest.

However, Esoswo (2011) noted that consequent on the perceived benefits which computer offers, computer literacy is therefore, a veritable skill that can enable administrators to embrace opportunities, enhance their productivities and avoid risks. This explains why universities, no matter the size, location and mission are today investing huge fund for training and retraining of their workforce for computer literacy. Regrettably Esoswo (2011) observed that the training and retraining of staff for computer literacy were limited to the medium and lower work force of the institution such as the Secretaries, Administrative Officers and other lower front line staff; that the Principal Officers which include the Vice Chancellor, Deputy Vice Chancellor, Registrar, Bursar and the Librarian hardly present themselves for the training.

In the views of Obiekwe and Obadigie (2019) computer has transformed Principal Officers' roles from the simple traditional functional approach to ones that require integrated approach to leading, planning, controlling and organizing. Today, the world has become a global village with the internet, mobile phones and satellite networks reducing time and space, bringing together computers and enhancing communications; resulting in new ways of communicating, processing, storing and distributing enormous amounts of information. This implies that computer literacy can aid university Principal Officers in their administrative functions.

Similarly Bahaudin and Donovan (2015) posits that to successfully administer an organisation particularly universities in this new global economy and knowledge explosion, the Principal Officers need to be innovative, technical, conceptual and must have broad-based organizational human skills, as well as digital technology proficiency to understand the global environment where networks, virtual opportunities and threats are affecting strategies at all levels.

Statement of Problem

Computer literacy is critical to every organisation particularly universities that are known for knowledge generation and impartation. Esoswo (2011) noted that as a result of the importance of computer literacy, university policy makers particularly in public universities in South South are making efforts geared at equipping the universities with computers as well as other related digital technologies and that they are training and retraining their staff for computer literacy; but that the Principal Officers of universities rarely present themselves for training, instead it is the secretaries, administrative officers and other lower frontline staff that are trained. The question is do the principal officers really need to be computer literate to carry out their jobs? Can't the Principal Officers attain the goal of their institutions without been computer literate? These questions are

predicated on the premise that the Principal Officers used to and can always delegate tasks to their subordinates. In the light of the above, a study to determine the relationship that exists between computer literacy of Principal Officers and goal attainment of public universities in South South Geo Political zone becomes imperative.

Objectives of study

The objective of the study was to determine the relationship that exists between Principal Officers' computer literacy and goal attainment of public universities in the South-South geopolitical zone in Nigeria. Specifically, the study seeks to:

1. Identify the relationship between Principal Officers' skills in Word Processing and Performance in public universities in South-South Geopolitical Zone in Nigeria.
2. Identify the relationship between Principal Officers' skills in Word Processing and Productivity in public universities in South-South Geopolitical Zone in Nigeria.
3. Determine the relationship between Principal Officers' skills in Internet Surfing and Performance in public universities in South-South geopolitical zone in Nigeria
4. Determine the relationship between Principal Officers' Internet Surfing skills and productivity in public universities in South-South geopolitical zone in Nigeria

Research Questions

The following research questions were raised in order to achieve the set objectives of the study:

1. What is the relationship between Principal Officers' skills in Word Processing and Performance in public universities in South-South Geopolitical Zone in Nigeria?
2. What is the relationship between Principal Officers' skills in Word Processing and Productivity in public universities in South-South Geopolitical Zone in Nigeria?
3. What relationship exists between Principal Officers' skills in Internet Surfing and performance in public universities in South-South geopolitical zone in Nigeria?
4. What relationship exists between Principal Officers' skills in Internet Surfing and Productivity in public universities in South-South geopolitical zone in Nigeria?

Research Hypotheses

To proffer useful answers to the research questions and realize the objectives of the study, the following hypotheses are stated in null forms:

1. H_{01} : There is no significant relationship between Principal Officers' skills in Word Processing and Performance in public universities in South-South Geopolitical Zone in Nigeria.
2. H_{02} : There is no significant relationship between Principal Officers' skills in Word Processing and Productivity in public universities in South-South Geo-political Zone in Nigeria.
3. There is no significant relationship between Principal Officers' skills in Internet Surfing and Performance in public universities in South-South Geopolitical Zone in Nigeria.
4. There is no significant relationship between Principal Officers' skill in Internet Surfing and Productivity in public universities in South-South geopolitical zone in Nigeria.

Concept of Computer Literacy

Computer literacy is the ability to use computers and related technology efficiently, with a range of skills covering levels from elementary use to programming and advanced problem solving. By another measure, computer literacy requires some understanding of computer programming and how computers work Wikipedia (2020). According to Sharma (2017), computers plays vital role in any organisation including universities; it speeds up the university processes, operations and systems. Universities today employ computer as a veritable aid in research, production, distribution,

marketing, banking, team management, business automation, data storage, staff management thus making computer a critical business machine for facilitating the attainment of the university goal. Therefore, computer literacy can be an effective tool that can be used by management to enhance performance and productivity which will result to goal attainment.

According to Concordia University (n. d), a computer literate administrator should be able to perform daily word processing tasks, such as, producing routine letters, memorandums, and informal reports. Administrators with this skill should be able to use basic formatting, editing, printing functions, and understands the document page setup. The skills should enable administrators to: create a new document; enter text, save it, open and edit existing documents; navigate in a document and perform a search, Select and move text. The officers should be able to format characters and paragraphs; work with tabs, indents, margins, lists, breaks, spacing use AutoCorrect and Help tools. The administrators should be able to create and edit tables, control page and document appearance, print documents, envelopes, and labels.

Computer is used around the world in almost all kinds of educational institutions. Without a computer, it will be difficult for educational institutions to improve administration; hence computer literacy is a dependable tool that can facilitate the attainment of institutions' goals (Vuorikari, 2016).

Rumanyika and Galan (2015) noted that there are a number of digital technologies used in higher institutions of learning i.e. video conferencing targets, interactive white board, WiFi etc., computer literacy readily offer the skill to facilitate the effective use of these technologies; hence Principal Officers of universities need to be computer literate in order to maximize the use of these technologies for quick attainment of organisational goals.

According to James (2012), computer literate administrators in all educational organisations ought to possess both concrete and abstract knowledge of computers, they should be able to apply their knowledge to new situations without experiencing difficulty. They should be able to use applications such as Microsoft word, Microsoft excel, Microsoft PowerPoint etc. and can source information or document online. These skills have the potential to facilitate goal attainment of institutions. Similarly, Abas et al. (2014) noted that computer literacy can aid Principal Officers of universities to maximize work performance and use other technologies.

Word Processing

Guercio (2021) opined that word processing is a software or a device that allow users to create, edit and print documents. It enables the user to write text, store it, electronically display it on the screen, modify it by entering commands and characters from the keyboard and print it. John (2020) penned that text is entered into the word processor from a keyboard and other input methods which include: Copying text from other applications (such as from hypertext markup language [HTML] documents, e-mail messages, or online encyclopedias) and pasting it into a word-processing document; Scanning printed documents and using optical-character-recognition (OCR) software to convert the scanned documents into text characters; Using voice-recognition software to convert spoken words into text characters. He further opined that texts are usually manipulated for better result. Text manipulation refers to the "processing" part of word processing. Word processors provide easy methods of deleting, inserting, copying, and moving individual characters, words, phrases, and paragraphs even entire pages of information with a few clicks of a mouse button or with such keyboard shortcuts as Ctrl-C to copy, Ctrl-X to cut, and Ctrl-V to paste or insert text. Text can be automatically checked for spelling and for conformance to basic grammatical principles as the text is entered and edited.

According to John (2020), the find-and-replace feature in a word processor allows the user to search for every occurrence of a particular character, word, or phrase within a document and replace it with new text. Most word processors also include automatic correction and automatic formatting of common errors and mechanical conventions as text is entered from the keyboard. All this means

that word processing skill is essential to Principal Officers who would use the skill to timely collect, sort, manage, disseminate information and decision making.

Internet Surfing

According to Technopedia (2020), internet surfing is an activity that started with the advent of the World Wide Web and that it is embedded in computer literacy. With hypertext links, administrators can go not only from one part of a document to another, but also from one document to another, including those located in remote sites. Falae (2018) observed that for many subjects the internet can be a very important place to research. In some disciplines the internet may be the most appropriate or only way of gathering information. This can be particularly true of subjects related to technology or current affairs. Therefore, skill in internet surfing is essential not only to staff of organisation but also to the administrators.

According to Fred (2020); Kwach (2020), noted that one of the most valuable resources a school and other organisation can have is a list of good, reliable, recommended Web sites where employees and administrators can go to accomplish the kinds of tasks typical of the workplace. They further opined that it is now common, especially in educational establishments, for libraries and the documents that they hold, to be available online. This implies that internet surfing can aid Principal Officer to find information and materials that can be of help to him in the administration of the institution.

Goal Attainment

Organisation is said to have attained its goals when the main motive of establishing the organisation is realized (Hitesh, 2018). Goal attainment has been a yardstick for measuring Organization's effectiveness. In the earliest theories of organizational behavior, organizations were viewed as rational institutions whose primary purpose is to accomplish goals and seek for the attainment (Mekhala, 2018). Goal attainment is critical to all organisations therefore, whatever that would facilitate the attainment of set goals need to be embraced. According to Hashem (2015), there are two main types of institutional goals: official goals and operative goals. Official goals detail an institution's goals as described in its mission statement or in public statements. They help to build the institution's public image and reputation. Such goals are often qualitative and harder to measure. On the other hand, operative goals are the actual, concrete steps an institution intends to take to achieve its purpose. Grant, (2012) opined that goal attainment starts with goal setting. According to Grant, by setting clear, realistic, and time bond goals, universities stand the chance of having a clearer path to achieve success and realize its vision. Goal setting, and attaining them, can also help an universities achieve increased performance and productivity. Having a clear idea of organizational goals helps employees determine their course of action to help the business attain those goals. In the views of Latham et al. (2011) setting goals can also help institutions to evaluate employee performance. For example, creating individual employee goals that support overall institutional goals and measuring individual performance against those individual goals

Mekhala (2018) highlighted some advantages of establishing organizational goals as follows: They guide employee efforts, justify an organisation's activities and existence, define performance standards, provide constraints for pursuing unnecessary goals and function as behavioral incentives. Therefore, for goals to have institutional merit, institutions need to craft a strategic plan for choosing and meeting them. Today technology particularly computer offers ready tools that can be used to facilitate the achievement of institutional goal hence it is important that all staff including the Principal Officers of the universities should be computer literate to maximize and utilize facilities in computer for speedy attainment of institutional goals.

Performance

Greenberg (2011) posits that performance is a measure of the state of an organisation or outcomes that result from management decision and the execution. Performance is a set of financial and non-

financial indicators which offer information on the degree of achievement of objective and result. Gbadegesin et al. (2017) noted that administration has been considered one of the most important elements affecting institutional performance. This means that proper administration can result to high performance. But since computer can aid effective administration, it follows that where Principal Officers of universities are computer literate, better administration which is capable of promoting performance can be realized. According to El-Araby *et al.* (2019), institutional performance is generally governed by a long series of organizational determinants affecting efficiency, directions and rates of institutional performance at all levels, either negatively or positively. Institutional performance is sometimes influenced by civil service systems and the methods of selection of human resources working in the public sector. It is also influenced by axes of state's policies, plans and programs, laws and legislation, economic conditions, needs and demands of citizens, IT, administrative development and reform plans, factors of political, economic, social stability, and other determinants, thus institutional performance is a multi-dimension concept in practice. By measuring the performance enables Principal Officers to see where the institution is heading, how accurate the direction is and how quickly the institution is moving towards that direction. Performance measurement is like a speedometer, compass or mirror of a vehicle portraying information about past, current and expected positions of the institution. According to Sumbul (2020), educational institution performance is measured in order to improve it. Regardless of the aim of measuring educational performance or the definition of the adopted terms, professionals are always looking at ways to build upon past performance. This explains why the ability to achieve and maintain high performance and productivity in organisations is a key challenge facing administrators today; hence computer literacy of Principal Officers can be a useful tool.

Productivity

Productivity is the efficiency of production of goods or services expressed by some measure. Measurements of productivity are often expressed as a ratio of an aggregate output to a single input or an aggregate input used in a production process, i.e. output per unit of input, typically over a specific period of time (Wikipedia, 2020). To Shital (2017) Productivity refers to the physical relationship between the quantity produced (output) and the quantity of resources used in the course of production (input). It is the ratio between the output of goods and services and the input of resources consumed in the process of production. According to Shital, output implies total production while input means land, labour, capital, management, etc. Productivity measures the efficiency of the production system. Higher productivity means producing more from a given amount of inputs or producing a given amount with lesser inputs.

Shital (2017) noted that technology is one factors that has significant influence on the level of productivity. This implies that the more technology is embraced the more the productivity hence computer literacy of principal officers can enhance productivity in educational institutions.

Theoretical Review

Fred Davis Technology Acceptance Model was used in this study.

Fred Davis Technology Acceptance Model

Technology Acceptance Model (TAM) was theorized by Fred Davis in 1985. According to Sauro (2019), Technology Acceptance Model is an information systems *theory* that *models* how users come to accept and use a *technology*. There are many variables that influence adoption but two of the biggest factors that emerged from earlier studies were the perception that the technology does something useful (perceived usefulness; U) and that it is easy to use (perceived ease of use; E). Davis concluded that there was a higher correlation between perceived usefulness and technology adoption than between perceived easiness and adoption. From his test results, he surmised that it would not matter how easy a technology is to learn; people would not adopt it if they did not perceive it to be useful in increasing their productivity. This theory is highly related to the study as it posits that perceived usefulness of an innovation is critical to its adoption. This implies that the

Principal Officers will willingly go for computer literacy ones they perceive where and how the skills would assist and promote their managerial functions in order to attain the institutional goals.

Method

Correlational research design was adopted for the study. This was preferred because the study examined the link or degree of association between variables. According to Kendra (2020), correlational research design is use to examine if a relationship exists between two or more variables when the variables themselves are not under the control of the researcher. The area of the study was South South Geo Political Zone comprising AkwaIbom, Bayelsa, Cross Rivers, Delta, Edo and Rivers. The six states that make up the South South Geo Political Zone are found in the southern part of Nigeria in Delta of the Niger River sitting on the gulf of guinea on the Atlantic Ocean. The population of the study was fifteen public universities in South South Geo Political Zone, while the respondents were seventy five (75) Principal Officers of the universities. The entire population was studied since the population was small. Data for the study were obtained through self constructed four point rating scale questionnaire of strongly agreed (SA = 4 points); Agree (A = 3 points); Disagree (D = 2 points); Strongly Disagree (SD = 1). The questionnaire was validated by experts in the field. A reliability co-efficient of 0.86 was obtained through split-half method using Pearson Product Moment Correlation formula. Data was analyzed using Univariate and Bivariate statistics. Univariate data were analyzed with sum, mean and standard deviation. The interpretation for each variable is premised on the extent to which it's mean distribution reflect either significant evidence (where $x \geq 2.5$) or the extent to which it reflects insignificant evidence (where $x < 2.5$). The decision was that any mean score of 2.50 and above suggests that the item is agreed and below 2.50, suggests disagreement of the item; Standard deviation was applied to measure the dispersion of the data set. The smaller the standard deviation the more homogeneous the responses are. The criterion mean on the 4-point rating scale was calculated thus:

$$\frac{4 + 3 + 2 + 1}{4} = \frac{10}{4} = 2.50$$

Bivariate data were analyzed with Spearman Rank Order Correlation. Decision Rule for hypotheses testing was: If the significant/Probability Value (PV) < 0.05 (level of Significance) = reject the null and conclude Significant Relationship.

If the Significant Probability value (PV) > 0.05 (level of Significance) = Accept the null and Conclude Insignificant Relationship.

The Statistical Package for Social Sciences (SPSS) was used to aid the analyses.

The population distribution is shown thus:

Table 1: Population Distribution

S/ N	States	Public Universities in South South Geo Political Zone in Nigeria	Principa l Officers
1	Akwa Ibom	University of Uyo (UNIUYO)	5
		Akwa Ibom University of Technology	5
2	Bayelsa	Niger Delta University (NDU)	5
		Federal University Otuoke	5
		African University Toru-Orua	5
3	Cross River	Cross River University of Technology	5
		University of Calabar (UNICAL)	5
4	Delta	Delta State University Abaraka	5
		Federal University of Petroleum	5
		Maritime University	5

5	Edo	University of Benin (UNIBEN)	5
		Ambrose Ali University Ekpoma	5
6		University of Port Harcourt	5
	Rivers	Rivers State University	5
		Ignatius Ajuru University of Education	5
		Total	75

Source: Field Survey, 2021

Table 2: Distribution for indicators of Word Processing

SN	Items	N	Sum	Mean	Std. Dev.
1	Create a document (type a letter or memo)	69	240	3.48	0.61
2	Format and edit a document	69	241	3.49	0.53
3	Select a printer and print document	69	246	3.57	0.50
4	Save a document in the computer hard disk	69	238	3.50	0.70
5	Save in and retrieve document from auxiliary units such as CD and Flash	69	241	3.49	0.53
6	Insert table, chart, picture, symbol in a document	69	241	3.49	0.50
7	Edit document using computer AutoCorrect	69	236	3.42	0.60
	Valid N (listwise)	69			

Source: Field survey (2021) and SPSS Output

Table 2 above represents the mean rating and standard deviation of respondents on word processing as dimension of computer literacy. The mean scores of the responses are all above 3.0 and the standard deviations are within 0. Based on this, it can be inferred that the respondents agreed to all the items in the table since the mean responses are all above the criterion mean of 2.50. The standard deviation indicates that there is less variation in the data set, that is, the values are concentrated or close to the mean. This can be interpreted to mean that the respondents agreed that performance is a dimension of goal attainment.

Table 3: Distribution for indicators of Internet Surfing Skill

SN	Items	N	Sum	Mean	Std. Deviation
8	Download files from the internet	69	231	3.35	0.64
9	Upload files to the internet	69	232	3.36	0.69
10	Create online account	69	233	3.38	0.77
11	Log to the internet using user name and password	69	235	3.41	0.71
12	Collaborate safely with others online to share document or presentation	69	232	3.36	0.69
13	Share files legally with others	69	238	3.45	0.63
14	Add comment to blogs, forum or web pages	69	242	3.51	0.53
	Valid N (listwise)	69			

Source: Field survey (2021) and SPSS Output

Table 3 above represents the mean rating and standard deviation of respondents on internet surfing as dimension of computer literacy. The mean scores of the responses are all above 3.0 and the standard deviations are within 0. Based on this, it can be inferred that the respondents agreed to all the items in the table since the mean responses are all above the criterion mean of 2.50. The standard deviation indicates that there is less variation in the data set, that is, the values are

concentrated or close to the mean. This can be interpreted to mean that the respondents agreed that internet surfing is a dimension of goal attainment.

Table 4: Distribution for indicators of Performance

S/ N	Items	N	Sum	Mean	Std. Deviation
22	Performance appraisal has aided the attainment of institutional goals.	69	233	3.38	0.73
23	The goals of the institution can be speedily attained with enhanced performance	69	240	3.48	0.61
24	Setting goals helps to improve performance	69	234	3.39	0.77
25	Good performance in the institution can be attributed to clear and measurable goals	69	234	3.39	0.55
26	Attainment of set goal is dependent on performance	69	238	3.45	0.53
27	Staff are more focused with achievable goals	69	238	3.45	0.65
28	Tasks have been simplified with through goal setting	69	240	3.48	0.72
Valid N (listwise)		69			

Source: Field survey (2021) and SPSS Output

Table 4 above represents the mean rating and standard deviation of respondents on goal attainment. The responses indicate that the mean scores are above 3.0 and that the standard deviations are within 0. Based on this, it can be inferred that the respondents agreed to all the items in the table since the mean responses are all above the criterion mean of 2.50. The standard deviation indicates that there is less variation in the data set, that is, the values are concentrated or close to the mean. This can be interpreted to mean that the respondents agreed that performance is a measure of goal attainment.

Table 5: Distribution for indicators of Productivity

SN	Items	N	Sum	Mean	Std. Deviation
29	Setting goals has promoted productivity	69	240	3.48	0.70
30	Increased productivity has led to attainment of the institution's goals	69	237	3.43	0.72
31	Setting achievable goals has enhance productivity	69	247	3.58	0.53
32	Setting clear goals has aided productivity	69	248	3.59	0.49
33	The attainment of set goal has elicited more productivity	69	248	3.59	0.60
34	Productivity has improved with improved administration	69	244	3.54	0.70
35	There is improvement in the institution as a result of setting time bond goals	69	241	3.49	0.70
Valid N (listwise)		69			

Source: Field survey (2021) and SPSS Output

Table 5 above represents the mean rating and standard deviation of respondents on productivity as a measure of goal attainment. The responses indicate that the mean scores are above 3.0 and that the standard deviations are within 0. Based on this, it can be inferred that the respondents agreed

to all the items in the table since the mean responses are all above the criterion mean of 2.50. The standard deviation indicates that there is less variation in the data set, that is, the values are concentrated or close to the mean. This means that productivity is as measure of goal attainment.

Test of Hypothesis

Ho₁: There is no significant relationship between Principal Officers' skills in Word Processing and Performance in public universities in South-South Geopolitical Zone in Nigeria.

Table 6: Correlation Analysis Showing the Magnitude and Direction of Relationship Between Principal Officers' skills in Word Processing and Performance

Correlations				
Type	Variable1	Statistics	Word Processing	Performance
Spearman's rho	Word Processing	Correlation Coefficient	1.000	.710**
		Sig. (2-tailed)	.	.000
		N	69	69
	Performance	Correlation Coefficient	.710**	1.000
		Sig. (2-tailed)	.000	.
		N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 above shows that the correlation coefficient is 0.710 it indicates strong relationship between Principal Officers' skills in Word Processing and Performance. The correlation coefficient is positive which implies that there is positive relationship between Principal Officers' skill in Word Processing and Performance. This can be interpreted to mean that Principal Officers' skill in Word Processing can enhance Performance.

Furthermore, it was revealed from the table that the probability or significant value is 0.000, the value is less than 0.05 level of significance therefore the researcher concludes that there is a significant positive relationship between Principal Officers' skill in word process and their performance in public universities in South South geo political zone in Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between Principal Officers'skill in word processing and performance in public universities in South-South geopolitical zone in Nigeria is rejected and so it can be concluded that there is significant relationship between Principal Officers' skill in word process and their performance in public universities in South South geo political zone in Nigeria.

Ho₂: There is no significant relationship between Principal Officers' skills in Word Processing and Productivity in public universities in South-South Geopolitical Zone in Nigeria.

Table 7: Correlation Analysis Showing the Magnitude and Direction of Relationship Between Principal Officers' skills in Word Processing and Productivity

Correlations				
Type	Variable1	Statistics	Word Processing	Productivity
Spearman's rho	Word Processing	Correlation Coefficient	1.000	.768**
		Sig. (2-tailed)	.	.000
		N	69	69

Productivity	Correlation Coefficient	.768**	1.000
	Sig. (2-tailed)	.000	.
	N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 above shows that the correlation coefficient is 0.768 it indicates strong relationship between Principal Officers' skills in Word Processing and Productivity. The correlation coefficient is positive which implies that there is positive relationship between Principal Officers' skill in Word Processing and Productivity. This can be interpreted to mean that Principal Officers' skills in Word Process can enhance productivity.

Furthermore, it was revealed from the table that the probability or significant value is 0.000, the value is less than 0.05 level of significance therefore the researcher concludes that there is a significant positive relationship between Principal Officers' skill in Word Process and Productivity in public universities in South South geo political zone in Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between Principal Officers' skill in Word Processing and Productivity in public universities in South-South geopolitical zone in Nigeria is rejected and so it can be concluded that there is significant relationship between Principal Officers' skills in Word Process and Productivity in public universities in South South geo political zone in Nigeria.

H₀₃: There is no significant relationship between Principal Officers' skills in Internet Surfing and Performance in public universities in South-South Geopolitical Zone in Nigeria.

Table 8: Correlation Analysis Showing the Magnitude and Direction of Relationship Between Principal Officers' skill in Internet Surfing and Performance

Correlations				
Type	Variable1	Statistics	Internet Surfing	Performance
Spearman's rho	Internet Surfing	Correlation Coefficient	1.000	.768**
		Sig. (2-tailed)	.	.000
		N	69	69
	Performance	Correlation Coefficient	.768**	1.000
		Sig. (2-tailed)	.000	.
		N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 above shows that the correlation coefficient is 0.768 it indicates strong relationship between Principal Officers' skill in Internet Surfing and Performance. The correlation coefficient is positive which implies that there is positive relationship between Principal Officers' skill in Internet Surfing and Performance. This can be interpreted to mean that Principal Officers' skill in Internet Surfing can enhance Performance.

Furthermore, it was revealed from the table that the probability or significant value is 0.000, the value is less than 0.05 level of significance therefore the researcher concludes that there is a significant positive relationship between Principal Officers' skill in Internet Surfing and Performance in public universities in South South geo political zone in Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between Principal Officers' skills in Internet Surfing and Performance in public universities in South-South geopolitical zone in Nigeria is rejected and so it can be concluded that there is significant relationship between Principal Officers' skill in Internet Surfing and Performance in public universities in South South geo political zone in Nigeria.

Ho₄: There is no significant relationship between Principal Officers' skills in Word Processing and Productivity in public universities in South-South Geopolitical Zone in Nigeria.

Table 9: Correlation Analysis Showing the Magnitude and Direction of Relationship Between Principal Officers' skills in Internet Surfing and Productivity

Correlations				
Type	Variable1	Statistics	Word Processing	Productivity
Spearman's rho	Word Processing	Correlation Coefficient	1.000	.843**
		Sig. (2-tailed)	.	.000
		N	69	69
	Productivity	Correlation Coefficient	.843**	1.000
		Sig. (2-tailed)	.000	.
		N	69	69

** . Correlation is significant at the 0.01 level (2-tailed).

Table 9 above shows that the correlation coefficient is 0.843; it indicates strong relationship between Principal Officers' skills in Internet Surfing and productivity. The correlation coefficient is positive which implies that there is positive relationship between Principal Officers' skills in Internet Surfing and productivity. This can be interpreted to mean that Principal Officers' skill in Internet Surfing can enhance productivity.

Furthermore, it was revealed from the table that the probability or significant value is 0.000, the value is less than 0.05 level of significance therefore the researcher concludes that there is a significant positive relationship between Principal Officers' skills in Internet Surfing and productivity in public universities in South South geo political zone in Nigeria. Therefore, the null hypothesis which states that there is no significant relationship between Principal Officers' skills in Internet Surfing and Productivity in public universities in South-South geopolitical zone in Nigeria is rejected and so it can be concluded that there is significant relationship between Principal Officers' skills in Internet Surfing and Productivity in public universities in South South geo political zone in Nigeria.

Discussion of Findings

The findings of the study relating to the relationship between Principal Officers skills in Word Processing and Performance showed that there is a significant positive relationship between Principal Officers' skills in Word Processing and Performance. The correlation coefficient is $r = 0.71$ which indicate strong positive relationship. This implies that Principal Officers' skills in word processing can enhance performance which can lead to speedy attainment of goals of public universities in South South Geo Political Zone in Nigeria. This finding is in line with Petersen (2019) observation when he noted that computers have become essential business tools that are used in every aspect of an organisation's operations including universities. Skills in word processing is therefore important as it opens up more opportunities, helps the recipient in staying up to date, offers a cheap way to communicate, enhances professionalism, helps in better record keeping, makes transactions more convenient and helps in expeditious attainment of institutional goals. Word processing skill, beyond performance, has the potential to promote better decision making which can result in goal attainment of universities. Anam (2019) corroborated this when he opined that every aspect of the modern workplace is improved by the use of computers. From small institutions to large institutions, computer is used in business administration to increase efficiency, reduce downtime and improve productivity. Hence it is important that all staff including the Principal Officers of universities should have word processing skill to effectively reap the benefits of this

amazing technology. Word processing skills can equip the Principal Officers of universities with the training, education and support they need to effectively manage their institutions in order to attain the goals of the institution..

Furthermore, Anam (2019) posits that the key importance of a Principal Officers' skills in word processing is that it helps to increase productivity. This is also in agreement with the finding of the study. Testing of hypothesis 2 shows that there is significant relationship between Principal Officers' skills in word processing and Productivity in public universities in South South geo political zone in Nigeria. Principal Officers' skills in word processing can enable them to use computer to work faster and more efficiently. This helps institutions to meet milestones and deadlines more quickly, reduce overhead expenses and increase productivity. Furthermore, skill in word processing can aid Principal Officers to communicate more effectively with staff, students and with external stakeholders. Instead of having to hand-write information or passing through another person, Principal Officers can use computer applications and programs to facilitate communication and increase productivity, which ultimately will result to speedy attainment of institutional goals.

The findings of the study pertaining to relationship between Principal Officers' skills in internet surfing and Performance/productivity showed that there is a significant positive relationship between Principal Officers' skills in internet surfing and Performance/Productivity. The correlation coefficient are $r = 0.77$ and 0.83 respectively which is a strong positive relationship. This implies that Principal Officers' skills in internet surfing can enhance performance as well as productivity and that it can lead to speedy attainment of goals of public universities in South South Geo Political Zone in Nigeria. The findings of the study is in line with the assertion of Fred (2020) that one of the most valuable resources a school and other organisation can have is a list of good, reliable, recommended Web sites where employees as well as Principal Officers can go to accomplish the kinds of tasks typical of the workplace. Internet surfing can aid Principal Officers to find information and materials online which can enhance performance and productivity with the overall result of aiding Principal Officers to attain the goals of the institution. The findings also agrees with Kwach (2020) who opined that it is now common, especially in educational establishments, for libraries and the documents that they hold, to be available online. There are numerous obvious advantages to this which include: one can access the information one want, when one needs it, not just when the physical library is open; one can access the information from anywhere that has an internet connection. As documents (books, journals, articles etc.) are held electronically, numerous people can be reading the same document at the same time; one can search electronic documents, or whole libraries of documents, quickly to find relevant information. Therefore, Principal Officers' skill in internet surfing will invariably enhance performance and productivity which are the elements needed for the attainment of institutional goal.

CONCLUSIONS

The result and findings from the study revealed that there is significant positive relationship between the dimensions of the predictor variable i.e. word processing and internet surfing and the measures of the criterion variable: performance and productivity. This means that Principal Officers' skill in word processing and internet surfing have the potential to promote performance and productivity in public universities in the South South geo political zone in Nigeria, In other words, Principal Officers' skill in creating document, formatting and editing document, saving and retrieving document etc. can result to institutional goal attainment. Similarly, Principal Officers' skill in create online accounting, downloading and Uploading files from the internet, Log to the internet using user name and password, Collaborate safely with others online to share document or presentation etc. has the potential to promote performance and productivity.

RECOMMENDATIONS

Based on the findings of this study and its conclusions, the following recommendations are made:

1. Principal Officers in public universities in South South Geo Political Zone should have skills in word processing as such skills enhance performance.
2. Work processing skills has the potential to increase productivity as Principal Officers in public universities in South South Geo Political Zone can conveniently use computer rather than depending on other staff.
3. Internet surfing can tremendously aid Principal Officers to find information and materials online which can enhance performance therefore, skill in Internet surfing recommended for the Principal Officers in public universities in South South Geo Political Zone
4. Internet surfing opens a new world where new and better ways of doing something can be learnt. Hence skills in internet surfing is recommended for Principal Officers is it will enhance productivity.

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