Data Expenditure Appraisal: Towards the Utilization of Data for I.T Skill Acquisition

Adannaya Simeon Ivo[1], Ukegbu Chibuzor Chimezie[2], Adene Gift[3] and Uwazuruike Faustina O[4].

[1 - 4]Department of Computer Science, Akanu Ibiam Federal Polytechnic Unwana, Ebonyi State, Nigeria.

Abstract
The study focused on data expenditure appraisal towards the utilization of data for IT skill acquisition. This paper is aimed at doing an appraisal on how students' data are spent and on what they spend them on in the context of skill acquisition. Oral interview using structured question was used for data collection. Findings revealed that up to 90% of students population interviewed spends more than 4 hours of their time on social media and other non-profiting activities on the internet, the remaining 10% spend their time acquiring skill online. This paper, has recommended, therefore, that students should maximize the benefits of the internet for skill acquisition in areas that will make them relevant in the society after graduation without depending wholly on what their lecturers thought them in classes.

Keywords: *Internet, Skill Acquisition, Smart Phones, Information Technology (IT), Data Provider.*

I. INTRODUCTION

The common trend these days is to have students and other people alike subscribe to data through their various network providers. These data they have on their smartphones; the pages of the web they surf with it, the kind of apps they download and other data demanding services they subscribe to speak volume of the kind of students they are or can become.

Reference [1] noted that the fundamental purpose of higher education is the preparation of student for their future. If graduates of today and tomorrow are to flourish in the modern, fast paced, high tech world, they must have information seeking and technology skills. If a student is the social freak type or one that uses the data on his/her phone to download movies online, such a student would rely on his or her lecturers to acquire skills relevant to his or her course of study. There is growing interest by tertiary institutions to ensure that students possess the appropriate ICT skills required by providing e-learning resources for students to access and use outside of the conventional lecture theatre setting [2]. Meanwhile, a lot of skill acquisition resources exist on the internet in places like google.com, youtube.com etc. These resources contain tutorials on virtually everything in this information driven jet-age. If students understand the reality of this development they will grow their skills while studying their various courses in school without depending wholly on their lecturers.

This article therefore is centered on doing an appraisal on how students' data are spent and on what they spend them on. Do they spend their data on social media and other entertainment platforms only and what percentage of their data or time do they spend on resources that can increase their Know-How on current skills and techniques requisite for a student in a technological institute like ours? What is the interest area of student when they visit the internet vis-à-vis their course of study?

An investigation on all these will no doubt bring out a result that will showcase the interest of students on the internet resources and on the findings, the recommendation to encourage students on how to maximize the internet for skill acquisition in areas that will make them relevant in the labour market after graduation would be made.

It is necessary that students on their own source for different means to educate themselves rather than depend on their lecturers always. This is because lecturers are guided by a curriculum which has limits, the curriculum is just an introductory part of the learning process meant to introduce the student to the concept of a particular course or field of study. Therefore for students to obtain maximum height in any profession or skill, they need to be self-taught. This can be done by subscribing to different learning platforms available on the internet using their tablets, smartphones and computers.

In a growing economy, entrepreneurship is the trending and most viable aspect of any economy. Hence, it is imperative that students while in school begin to lay their entrepreneurial foundations by learning a skill or two so as to enable them start a venture following the skill they have acquired even after graduation; thus won't depend on scarce or non-existent white collar jobs but become self-dependent by earning a living from the skill they acquired.

Prior to this, young people or students who desire to acquire skills go extra miles by paying huge amount of money to learn whatever skill they want, which is a traditional way of acquiring skills. If the data usage is utilized effectively, one can stay in the comfort of his home and gain skill.

The focus of this study is to appraise the level of skill students can acquire online through judicious use of their data using reliable data provider.

II. REVIEW OF RELATED LITERATURE

I.T skills are those skills related to the use of computers, other technologies such as the ability to transmit stored information through fixed line networks or through wireless phone networks [3]. The ability to use smartphones effectively has an essential part of every student's education; these skills constitute a set of computerized practices that form the core ICT skills acquisition [4].

In a rapidly changing world, Information Technology (IT) skills are essential for students to function optimally. Consequently, there is continuing concern among tertiary institutions, government and employers about undergraduates' I.T skills; because graduates are the leaders of change and innovation in many walks of life. There is a growing acceptance among academics, education policy makers and employer groups that the development of ICT skills is part of the role of higher education. Employers are seeking graduates with a range of knowledge on I.T skills and personal attributes in addition to degree status [5].

Reference [3] stated that in order to provide both flexible and security in an era characterized by constant change, 21st century students need 'knowing how to learn' skills that can enable them acquire new knowledge and skills, connect new information to existing knowledge, analyze, develop habits of learning, and work with others to use information. And as technology increasingly becomes the medium for communicating and information sharing, students need to be capable of harnessing technology to perform learning skills.

According to [6], lack of willingness towards internet skill programs is one of the attitudes exhibited by the students toward the internet skill acquisition. On the other hand,

[7] argued that good internet skill training should be based upon the needs of trainees, that is, on what the learner or trainee needs to know or should be able to do. The absence of this automatically makes students develop negative attitudes towards internet skill acquisition. He went further to state the lack of facilities for ensuring proper understanding amongst the student also contributes to negative attitudes towards internet skill acquisition by students in an institution.

Another prominent factor is lack of motivation. According to [8], information service delivery generally lack motivation and he sees motivation as a force that energizes and directs one's drive to accomplish goals. When you relate this to internet skill acquisition it means that students are not motivated in one way or the other to devote their time to acquire I.T skills.

Eshet – Alkalaj (2004), stated that lack of awareness of the internet resources available is one of the problems associated with the use of marketing strategies to create awareness and stimulate the interest of the users on the resources available.

III. METHODOLOGY

The qualitative descriptive design was employed for the study. The descriptive design is considered appropriate because it is capable of bringing out the current status of an event [9]. In this case it is concerned with the current status of data Expenditure Appraisal towards the utilization of data for I.T skill acquisition among HNDII students of computer science, Akanu Ibiam Federal Polytechnic Unwana. The method of data collection is oral interview using structured question because it provides room to observe the respondents' body language and other nuances that add to the information that could be extracted from the respondents unlike when questionnaire was used. The population of this study is 160 students. From the population, 100 students were selected as a sample size for the study.

IV. RESULTS / FINDINGS

Table 1: Gender Distribution of the respondents

GENDER	FREQUENCY	PERCENTAGE
Male	70	70%
Female	30	30%
Total	100	100%

Table 1: shows that 70% of the respondents are male while 30% are females. This shows that there are more male respondents than female.

Table 2: Oral Interview summarized

Questions				Responses			
How often are you online?	Male			Female			
	Daily	Weekly	Monthly	Daily	Weekly	Monthly	
	65	3	2	27	3	-	
How many hours do you spend on the internet daily?	2 hours or less	4 hours	6 hours	8 hours or more	2 hours or less	4 hours	6 hours	8 hours or more
	8	20	20	22	2	10	10	8
What do you spend more time doing on the internet with your smartphones?	Social media	Research	Download ing of files	Skill acquis ition	Social media	Research	Download ing of files	Skill acquisiti on
	40	10	15	5	20	-	8	2
Have you tried acquiring any skill online?	Yes	%	No	%	Yes	%	No	%
	5	7.14%	65	92.86%	2	6.67%	28	93.33%
What type of IT skill do you acquire	Programmi ng/Web design	Hardware maintenan ce	CCTV installatio n	None	Programm ing/Web design	Hardware maintenan ce	CCTV installatio n	None
	2	1	-	65	1	-	1	28

V. DISCUSSION

The result obtained from the interview showed that both male and female students had access to the internet. The number of hours spent on the internet daily by 100 student that were interviewed, 62 males spend 4 or more hours daily on the internet while 28 female spend 4 or more hours on the internet daily.

Out of 100 students interviewed 65 males and 28 females representing 93% of the student spend more time and data on acquiring IT skill online such as programming, hardware maintenance, web designing, CCTV installation. From the result, male students acquire IT skill online more than the female students.

VI. CONCLUSION AND RECOMMENDATION

This paper has established that student does not utilize their data in the acquisition of IT skills and other skills. This study was able to show that 90% of students spend more than 4 hours of their time and data on social media and other non-profiting activities on the internet rather than acquiring skills.

This paper therefore recommends that students should maximize the benefits of the internet for skill acquisition in areas that will make them relevant in the society after graduation without depending wholly on what their lecturers taught them.

REFERENCES

[1] Engeldinger, E.A. (1998). Technology Infrastructure and Information Literacy. Library Philosophy and Practice, 1:1.

[2] TaylornS.E., Sherman D.K., Kim H.S., Jarcho J., Takagi K. & Dungan M.S. (2004). Culture and social support: who seeks it and why?. J Pers Soc Psychol. 2004 Sep;87(3):354-62.

[3] Attwell, J. (2005). Mobile Technologies and Learning. Learning and skills development agency.Uk.State University of New York press.

[4] Haywood, D. (2003). Confidence, Experience and Attitudes of Undergraduates students towards ICT.

[5] B-HERT (2002). Enhancing the Learning and Employability of Graduates: The role of generic skill.position paper no.9, Business Education Roundtable, HREF. Retrieved from http://www.bhert.com/publicationpolicystatements.html.

[6] Martins,A. (2006). Literacies for the digital age. In A Martin &D.Madign (Eds.), Digital Literacies for learning, London: facet publishing, p. 3-25.

[7] Ayeh, J.K. (2008). Information Technology and Global Education: the challenges of the African Virtual University Learning CentresIn Ghana. Information Development Journal. Retrieved fromhttp://idv.sagepub.com/cgi/content/abstract/24/4/266.

[8] Leiner, B.M. (2000). "A brief history of internet," retrieved from http://www.isoc.org/internet/history/brief.shtml.pdf.

[9] Eshet-Alkalai, Y. (2004). Digital Literacy: A Conceptual Framework for Survival Skill in the digital Era. Journal of Educational Multimedia and Hypermedia, 1391, 93-106. Retrieved from http://www.openu.ac.il/personal_sites/download/Digital_Lit eracy 2004-JEMH.pdf