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LECTURERS' ICT COMPETENCY SKILLS AND INSTITUTIONAL GOAL ACHIEVEMENT IN PUBLIC COLLEGES OF EDUCATION, KWARA STATE, NIGERIA

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ABSTRACT

This study investigated the relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria. The study was guided by two research questions and one main research hypothesis. The descriptive survey of the correlational type was adopted for the study. A sample of 196 lecturers was selected using proportional and convenience sampling techniques. A researcher-designed instrument titled Lecturers' ICT Competency Skills and Institutional Goal Achievement Questionnaire (LICSIGAQ) was utilised for data collection. The instrument was subjected to face and content validity and reliability test was conducted, yielding a coefficient value of 0.81. Research questions raised were answered with mean ratings and rank order, while the main research hypothesis generated was tested with Pearson Product Moment Correlation (PPMC) statistics at 0.05 level of significance. The findings of the study showed that lecturers' word processing skill was the most adopted ICT competency skill in public colleges of education, Kwara State, Nigeria, followed by lecturers' slide presentation skill, while lecturers' data analysis software skill was the least adopted. The level of institutional goal achievement was moderate. The study further revealed that there was a significant relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria. The study concluded that lecturers' ICT competency skills constitute an important factor associated with the attainment of institutional goals in public colleges of education. It was recommended, among others, that college management should strengthen continuous ICT professional development, provide functional digital infrastructure, and promote the effective use of data analysis and presentation technologies for teaching, research and institutional development.

Keywords: Lecturers' ICT Skills, Institutional Goal Achievement, Word Processing Skill, Slide Presentation Skill, Data Analysis Software Skill,

Introduction

Information and Communication Technology (ICT) has transformed the educational systems all over the world. Due to the global trends and technological advancement, education in 21st century is still evolving from analogue practice of traditional classroom to digital system of smart classroom. The increasing digitalisation of teaching, learning, research, assessment, communication and institutional administration has changed the expectations placed on lecturers in tertiary educational institutions. Lecturers are no longer expected to rely exclusively on conventional instructional practices. They are increasingly required to prepare digital teaching materials, communicate electronically with students and colleagues, analyse research data with appropriate software, prepare presentations, manage electronic records and participate in technology-supported professional development.

The importance of ICT competency is particularly significant in teacher education institutions because colleges of education do not merely provide education to students; they prepare teachers who will subsequently work in schools and influence the quality of teaching and learning. The National Commission for Colleges of Education (NCCE) is responsible for establishing minimum standards for teacher education programmes and accrediting colleges of education in Nigeria. Its regulatory framework emphasises effective programme implementation, qualified academic personnel, adequate facilities and appropriate instructional processes. According to Olaifa et al. (2024), ICT continues to improve the educational landscape since the 1980s. As personal computers and the internet proliferated, higher education gradually changed, moving away from the transmission of rote knowledge and toward technology-enhanced teaching, research collaboration, and digital scholarship.

Karofi (2025) claimed that both instructors and students have access to the school's ICT lab for a variety of academic purposes, including using the internet to discuss topics in class to obtain in-depth and meticulous information, looking up academic information relevant to given assignments and searching for news to coordinate notes and summaries. International bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the International Society for Technology in Education (ISTE) have consistently emphasized that educators must develop digital competencies that enable them to integrate technology effectively into teaching and professional practice. ICT encourages students' intellectual and creative growth and gives them the digital skills they need to excel in technology (Nwankwo, 2022; Olawale & Adamu, 2023).

ICT skills are however, a set of technology standards that hinge on proficiency, effectiveness and sound orientation in using computer technology in the classroom (Chile et al., 2025). Lecturers

should be equipped with the necessary information on ICT knowledge and skills that will help them be marketable (Stanley, 2020). ICT competency skills refer to the ability of an individual to use digital technologies appropriately, effectively and confidently to accomplish relevant tasks. For lecturers, such skill encompasses a range of abilities, including the preparation of electronic documents, creation of multimedia presentations, online communication, information searching, electronic record management, data processing and statistical analysis. Although ICT competency may include numerous digital abilities, the present study concentrates on three dimensions: word processing skills, slide presentation skills and data analysis software skills. These dimensions were selected because they relate directly to three major areas of lecturers' work: preparation and documentation, instructional presentation, and research and academic analysis.

Word processing skill is considered because lecturers routinely employ word processing applications in preparing lecture notes, course materials, assessment instruments, examination questions, research manuscripts, reports and other academic documents. Slide presentation skill is included because presentation applications provide a direct technological means of organising and delivering instructional content in the classroom. Data analysis software skill is selected because lecturers are expected to undertake research, analyse empirical data and disseminate research findings through scholarly publications. More so, the three dimensions collectively represent important ICT applications associated with instructional preparation and delivery, research activities and academic productivity. The exclusion of internet, communication, LMS, database, cybersecurity and digital collaboration skills is primarily intended to avoid excessive breadth and conceptual overlap.

Evidence from Kwara State provides a useful context for understanding this issue. Fashiku et al. (2022), in their study of teacher educators in Kwara State Colleges of Education, found that lecturers demonstrated competence in basic activities such as keyboard manipulation and typing, but weaknesses were observed in several application-software areas, including PowerPoint, Word, Excel and blog-related applications. The researchers recommended greater attention to ICT literacy and professional development. Similarly, Olaifa et al. (2024) investigated ICT competence among university lecturers in Kwara State and reported relatively low overall ICT competence, although word processing and web browsing emerged as areas of relative strength. Their study also found a significant relationship between ICT competence and lecturers' job efficacy. Ottan et al. (2024) examined awareness and usage of virtual learning platforms among lecturers in relation to college of education goal achievement in Kwara State. Their study reported high awareness but relatively low usage of virtual learning platforms and found a significant relationship between

platform usage and college goal achievement.

Institutional goal achievement refers to the extent to which an educational institution accomplishes the purposes for which it was established. In colleges of education, goal achievement may involve effective teaching, production of competent teachers, research and scholarly activities, professional development, community service, student development and the provision of an environment conducive to effective educational processes. Oyeniran et al. (2025) developed and validated a context-specific Goal Achievement Scale for Colleges of Education and identified six dimensions: critical thinking, committed teaching, high motivation, intellectual fitness, professional fitness and social fitness. The study reported strong reliability and construct validity for the instrument. Institutional goal achievement in this study is operationalised through teaching excellence, research/publication output and community service. The selection of these three dimensions is based on the fundamental purposes and responsibilities of teacher-education institutions in Nigeria and not that the three are the universally established dimensions.

The relationship between lecturers' ICT competency skills and institutional goal achievement can therefore be explained from the position that competent lecturers may be better positioned to prepare instructional materials, communicate with students, conduct research and perform academic tasks efficiently. The issue is particularly important in public colleges of education where institutions are expected to operate within regulatory requirements while responding to changing educational and technological demands. It is against this background that the present study examined the relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education in Kwara State, Nigeria.

Statement of the Problem

The achievement of institutional goals is one of the major concerns of educational management. Public colleges of education in Nigeria are established to contribute to teacher preparation and educational development through effective teaching, research, professional development and community engagement. Lecturers are expected to employ technology in preparing instructional materials, delivering lessons, conducting research, communicating with students and colleagues, analysing data and carrying out administrative responsibilities. Where lecturers possess inadequate ICT competencies, opportunities provided by digital technology may not be fully utilised. This could affect the efficiency of academic work and, potentially, institutional performance.

From the researcher’s observations, it appears that some lecturers have basic computer literacy but higher order ICT competencies such as the use of specialized software for presentation, data analysis software skill among others are

underutilized. The problem is not necessarily the complete absence of ICT among lecturers. A lecturer may have access to computers and internet services but lack the competence required to use more specialised applications. The Kwara State evidence reported by Fashiku et al. (2022) illustrates this concern. Their study found competence in some basic computer activities but weaknesses in several application software areas, including PowerPoint, Word and Excel. The problem is further illustrated by Olaifa et al. (2024), whose study of university lecturers in Kwara State reported low overall ICT competence, with word processing and web browsing representing areas of relative strength. Although university lecturers constitute a different institutional population, the finding raises an important question about whether ICT competency may also be associated with broader institutional outcomes within colleges of education.

Oyeniran et al. (2025) developed the Goal Achievement Scale for Colleges of Education because of the need for a context-specific approach to assessing educational achievement. Their validated scale demonstrates that institutional success in teacher education cannot be reduced to a single outcome but involves several dimensions of educational and professional development.

Furthermore, a recent Kwara State study by Ottan et al. (2024) reported a significant relationship between lecturers' usage of virtual learning platforms and college goal achievement. This suggests that technology-related variables deserve further investigation in relation to institutional outcomes. However, virtual learning platform usage is not identical to lecturers' ICT competency skills. However, a contextual gap exists regarding the relationship between specific ICT competency skills and institutional goal achievement in public colleges of education in Kwara State. The present study therefore sought to determine whether lecturers' ICT competency skills are significantly related to institutional goal achievement in public colleges of education in Kwara State, Nigeria.

Purpose of the Study

The study sought to:

1. examine the lecturers' ICT competency skills that are mostly adopted in public colleges of education, Kwara State, Nigeria;
2. determine the level of institutional goal achievement in public colleges of education, Kwara State, Nigeria; and
3. investigate the relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education in Kwara State, Nigeria.

Research Questions

To achieve the purpose of the study, the following research questions were raised to guide this study:

1. What are the mostly adopted lecturers' ICT competency skills in

public colleges of education, Kwara State, Nigeria?

2. What is the level of institutional goal achievement in public colleges of education, Kwara State, Nigeria?

Research Hypothesis

One main hypothesis was formulated and tested in this study:

H_0: There is no significant relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria.

Literature Review

Theoretical Framework

The study was anchored on skill acquisition theory and goal-setting theory.

Skill Acquisition Theory

This theory was prominently advanced by John R. Anderson in 1982 through his Adaptive Control of Thought (ACT) model. The theory centered on lecturers' ICT competency skills and it explains how individuals learn and develop skills through a gradual progression from conscious, effortful processing to automatic performance. It outlined three key stages which are the cognitive stage, the associative stage and the autonomous stage. In the cognitive stage, learners acquire declarative knowledge about a task and rely heavily on instructions. In the associative stage, they begin to refine their skills through practice, reducing errors and increasing efficiency. Finally, in the autonomous stage, performance becomes automatic, requiring minimal conscious effort. This theory is highly relevant to the study of lecturers' ICT competency skills in public colleges of education, Kwara State, Nigeria. Applying Skill Acquisition Theory, lecturers initially learn ICT skills such as word processing, slide presentation, data analysis software, among others at the cognitive stage, where they understand basic functions, commands and concepts, through training or workshops.

Goal-setting Theory

This theory was propounded by Edwin A. Locke in 1968 and later expanded with Gary P. Latham in 1990. The theory asserts that specific, clear and challenging goals predict higher levels of performance than vague or easy goals. It explains that goals predict behaviour by directing attention, mobilising effort, increasing persistence and encouraging the use of appropriate strategies for task accomplishment. Locke and Latham identified key components of effective goal setting, including goal clarity, goal difficulty, commitment, feedback and task complexity. When individuals are committed to well-defined goals and receive regular feedback, their performance and productivity improve significantly.

The theory is highly relevant to this study because it explains how institutional goal in public colleges of education, Kwara State, Nigeria can be achieved. In these institutions, clearly defined academic and administrative goals are essential for improving overall performance. For instance, goals related to teaching excellence

must be specific and measurable to guide lecturers' activities effectively. Lecturers who set specific goals, such as completing course content, improving instructional delivery, using appropriate teaching methods and achieving state learning outcomes, are more likely to focus their efforts effectively. In research and publication, specific goals may involve completing a research project within a defined period, submitting manuscripts to reputable journals or producing a specified number of publications. Similarly, in community service, specific goals may include organizing educational outreach programmes, providing professional expertise to communities or participating in community development initiatives.

Concept of Lecturers' ICT Competency Skills

ICT skills in education have to do with the technical know-how on effective manipulation of relevant ICT tools to facilitate teaching and learning. ICT skills refer to the ability of a college of education lecturers to make use of the various ICT tools such as e-mail, internet, world wide web, intranets, extranets, online databases and other networking technologies in the performance of their job (Yusuf et al., 2022). ICT competency skills refer to the knowledge, skills and abilities required to use digital technologies appropriately and effectively for specific tasks. In higher education, ICT competency involves more than basic computer literacy. It includes the ability to select appropriate digital tools, apply them to academic activities, solve technology-related problems and use digital information responsibly. Karofi (2025) cataloged the top 8 mandatory ICT skills for the 21st Century teachers include: Word Processing Skills, Spreadsheet Skill, Data Base Management Skills, Electronic Presentation Skills, Internet Navigation Skills, Email Management Skills, Networking Skills, Touch Typing.

ICT basic skills are those computer skills that are fundamentally essential for anyone who wants to use a computer. These skills include keyboarding skills, using web browsers, working with Microsoft Office (Word, Excel, and PowerPoint), file maintenance and organization, using the internet for research. Oko-Ngaji and Veronica (2021) maintained that, for a lecturer to do his work diligently and assure good results, he must be versatile with the new technologies that would help him to be effective. Moreover, there are two clusters of ICT competencies: (1) basic competencies are represented by entry-level skills related to basic computer operation and the use of an array of software that supports and enhances professional productivity; (2) advanced competencies extend the application of basic competencies to teaching, administration, and counselling and to other professional activities (Sheriff & Inuwa, 2021).

According to United Nations Educational, Scientific and Cultural Organization (2018), UNESCO's ICT Competency Framework for Teachers identifies competencies across areas

including policy, curriculum and assessment, pedagogy, application of digital skills, organisation and administration, and professional development. The framework identifies 18 competencies across six aspects of teachers' professional practice. For lecturers in colleges of education, ICT competency is relevant to instructional, research and administrative activities. The present study focuses on three specific competencies. The parameters used in this study were lecturers' word processing skill, lecturers' slide presentation skill and lecturers' data analysis software skill.

Word processing skill refers to the ability to use computer software to create, edit, format, store and retrieve documents. Examples include preparing lecture notes, research reports, examination questions, course outlines, articles, proposals, minutes and administrative correspondence. Almost every aspect of academic work requires written documentation. Competence in word processing can improve efficiency by reducing the time required to prepare and modify documents. Evidence from Kwara State indicates that word processing represents an important area of lecturers' ICT competence. Olaifa et al. (2024) reported that word processing was one of the areas in which university lecturers demonstrated relative strength, while Fashiku et al. (2022) identified both competence and limitations across different application software tasks among teacher educators.

As the demand for digital literacy and technical skills continues to rise, the ability to use word processing software efficiently is indispensable (Akubos, 2025). It covers areas like document creation, editing and formatting and saving files especially using Microsoft Word Packages. The basic skills that lecturers in colleges of education can possess are entering text, editing/formatting fonts and paragraphs, saving, printing documents among others. Advance features include creating and formatting tables, using headers/footers, using review menu, among others. According to Danladi et al. (2025), word processing skill is important in the application of e-learning for improve instructional delivery of office education programme especially in colleges of education. It is an important tool that enhances the information management functions of office education graduate. Ezenwafor and Okolo (2020) posited that word processing is the application of computer technology to the inputting, editing, merging, storing, formatting and printing of text.

Slide presentation skill refers to the ability to use presentation software to organise and communicate information electronically. Common activities include preparing lecture slides, integrating text and graphics, inserting tables and charts, organising information into logical sequences and presenting materials using multimedia equipment. Effective slide presentation can assist lecturers in organising instructional materials and communicating complex information. According to Nguyen (2024), PowerPoint as

presentation software provided by Microsoft on his website and it is frequently utilized to create commercial presentations or instructional materials. However, the effectiveness of presentation technology depends on the lecturer's competence in selecting and organising content rather than simply transferring large amounts of text onto slides.

Thus, the value of slide presentation extends beyond the immediate lecture to the development of future teachers' technological awareness.

According to Boor et al. (2021), Microsoft PowerPoint Presentation (MSPPP) is the use of Microsoft Office Program that can enable a lecturer to create slide-based presentations for pedagogies/instructional/teaching.

PowerPoint is a presentation programme developed by Microsoft that creates a slide show of important information, charts, and images for a presentation (Hope, 2022). In the words of Burke County Public Library (2020), PowerPoint is a professional presentation programme that allows the user to create "presentation slides" that can be displayed on the computer screen or through a projector that is plugged into the computer. According to Odoh (2024), Microsoft PowerPoint enables anyone to quickly produce, with little practice, beautifully laid out presentations as on-screen shows. Secondly, Ms. PowerPoint uses a collection of multiple media (multimedia) sources, text, graphics, audio, video, and animation to create powerful presentations.

Data analysis software skill refers to the ability to use computer-based applications for organising, processing, analysing and interpreting research data. Examples include statistical packages used for descriptive statistics, correlation, regression, analysis of variance and other appropriate analytical procedures. Data analysis competence can support lecturers in conducting empirical studies, interpreting findings and producing evidence-based recommendations. In Excel's Analysis ToolPak houses all the descriptive and inferential statistics excel can perform (Akamigbo, 2025). Lecturers' competence in data analysis refers mastery of the work skills, tools and methods to be used in analysis of research data. Wagbara and Wosu (2023) suggested that a lecturer should have high analytical skills and able to browse the right information. The areas of competence in the use of data analysis software include the initial entering of data on Microsoft excel sheet and the importing of these data to the software (SPSS and others) for analysis and results of the analysis.

Institutional Goal Achievement

Institutional goal achievement refers to the extent to which an institution accomplishes the objectives for which it was established. In the context of colleges of education, goal achievement relates to the institution's ability to fulfill its teacher education mandate and produce educational outcomes consistent with national and institutional expectations. Oyeniran et al.

(2025) argued that these planning functions determine the level of efficiency and productivity in higher institutions. Their study conducted in Colleges of Education in Kwara State revealed that programme accreditation, information processing, and monitoring functions significantly predict institutional goal achievement in colleges. Furthermore, Muhammed (2020) viewed institutional goal achievement as the successful realization of the mandates of Colleges of Education through the production of highly motivated, competent, and efficient teachers for Nigeria's educational system.

According to Yakubu and Ugbe (2025), teaching excellence in Colleges of Education is closely associated with the effective utilization of digital learning technologies enhances classroom interaction, access to learning materials and students' academic engagement. However, they noted that poor utilization of these systems remains a challenge due to inadequate training and infrastructure. Furthermore, Oke et al. (2024) explained that teaching excellence depends greatly on teacher quality and professional competence. According to them, quality teacher education programmes are necessary for producing effective teachers capable of contributing to national development. They emphasized that lecturers in colleges of education must possess sound pedagogical knowledge, subject mastery, commitment, and professional ethics to ensure excellence in teaching. Oba et al. (2026) suggested that while lecturers may possess knowledge content, the ability to translate that knowledge into effective classroom practice is what distinguishes teaching excellence as a parameter of institutional goal achievement.

In the Nigerian educational system, Colleges of Education are expected not only to train teachers but also to engage in research activities capable of addressing societal and educational challenges. Atah et al. (2023) argued that the integration of modern electronic technologies significantly improves academic staff productivity in term of research in Nigerian Colleges of Education. Shuara (2025) explained that Colleges of Education play a transformative role in teacher education through research, innovation, and curriculum reforms. And according to her, research activities help institutions respond to emerging global trends such as digital literacy, sustainability, and inclusive education. Ayantunji and Ogunleye (2026) noted that scholarly research enables lecturers to examine challenges affecting instructional performance and resource availability in Colleges of Education.

According to Ekpenyong et al. (2024), community service is an important aspect of institutional effectiveness because it allows lecturers and institutions to apply knowledge gained through teaching and research for societal benefit. It was explained that community service promotes social responsibility, strengthens institutional reputation, and creates opportunities for solving community challenges through educational

interventions. Community service also helps Colleges of Education to maintain relevance in society. Shuara (2025) noted that Colleges of Education play a transformative role in national development when they actively engage with communities through educational and social programmes.

Methodology

The study adopted a descriptive survey research design of the correlational type. The design was considered appropriate because the study sought to describe lecturers' ICT competency skills and institutional goal achievement and allowed the researcher to collect data from a sample of lecturers to determine the relationship between the two variables without manipulating them. The population comprised the total estimated 373 lecturers in the three public colleges of education in Kwara State, Nigeria: College of Education Ilorin, College of Education Oro, and College of Education (Technical) Lafiagi. A sample of 196 lecturers was selected using proportional and convenience sampling techniques. Proportional sampling was employed to ensure that the representation of lecturers reflected the distribution of the study population across the selected public colleges of education, while convenience sampling was used to obtain respondents who were accessible and willing to participate and the sample size was determined based on Research Advisor (2006) sample size table.

Data were collected using a researcher-designed instrument titled Lecturers' ICT Competency Skills and Institutional Goal Achievement Questionnaire (LICSIGAQ) after it was subjected to content and face validation by four lecturers within and outside the Department of Educational Management and Counselling at Al-Hikmah University, Ilorin. The reliability coefficient was 0.81. Informed consent was obtained from the respondents and confidentiality was maintained throughout the process, and information that could reveal the identity of participants was not included in the instrument. Descriptive statistics of mean ratings and rank order were used to answer the two research questions while inferential statistics of Pearson Product Moment Correlation (PPMC) was used to test the main research hypothesis at the 0.05 level of significance. The decision rule for the research questions was mean rating of 0.00 – 1.99 = low, 2.00 – 2.99 = moderate and 3.00- 4.00 = high while hypothesis was that the null hypothesis would be rejected where the probability value was less than 0.05 and retained where the probability value was greater than 0.05.

Results and Discussion

Research Question One: What are the mostly adopted lecturers' ICT competency skills in public colleges of education, Kwara State, Nigeria?

Table 1: *Mean Ratings of Lecturers' ICT Competency Skills Adopted*

S/N	Lecturers' ICT Competency Skill	Mean	Ranking
1.	Lecturers' Word processing skill	3.42	1st
2.	Lecturers' Slide presentation skill	2.89	2nd
3.	Lecturers' Data analysis software skill	2.31	3rd

Source: *Field survey, 2026*

Table 1 presents the mean ratings of lecturers' ICT competency skills adopted in public colleges of education, Kwara State, Nigeria. The results show that word processing skill had the highest mean score of 3.42, ranking first among the three skills. This indicates that lecturers' word processing skill was the most adopted ICT competency skill by lecturers in the study area. Lecturers' slide presentation skill ranked second with a mean score of 2.89. Lecturers' data analysis software skill ranked third with a mean score of 2.31.

Research Question Two: What is the level of institutional goal achievement in public colleges of education, Kwara State, Nigeria?

Table 2: *Mean Ratings of Institutional Goal Achievement*

S/N	Institutional Goal Achievement	Mean	Remark
1.	Teaching Excellence	3.51	High
2.	Research/Publication	2.78	Moderate
3.	Community Service	2.61	Moderate
	Average Mean	2.97	Moderate

Source: *Field survey, 2026*

Table 2 presents the mean of institutional goal achievement in public colleges of education, Kwara State, Nigeria. The results show that teaching excellence had the highest mean score of 3.51 indicating high level, research and publication had a mean score of 2.78 indicating moderate while community service ranked third with a mean score of 2.61 indicating moderate level. The average mean of 2.97 further confirms that the overall level of institutional goal achievement in public colleges of education, Kwara State, Nigeria, was moderate.

Research Hypothesis: There is no significant relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria.

Table 3: *Pearson Product Moment Correlation analysis of the relationship between lecturers' ICT competency skills and institutional goal achievement*

Variable	N	Mean	SD	Df	Cal r-value	p-value	Decision
Lecturers' ICT Competency Skills	196	2.87	0.72				
				194	0.68	0.000	H_0 Rejected
Institutional Goal Achievement	196	2.97	0.66				

Significant at 0.05 level ($p < 0.05$)

Table 3 presents the results of the Pearson Product Moment Correlation analysis of the relationship between lecturers' ICT competency skills and institutional goal achievement. The results show a correlation coefficient (r) of 0.68 with a p-value of 0.000. Since the p-value (0.000) is less than the significance level of 0.05, the null hypothesis which stated that there is no significant relationship between lecturers' ICT competency skills and institutional goal achievement is rejected. This means that there is a significant positive relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria. The correlation coefficient of 0.68 indicates a moderately strong positive relationship between the two variables.

Discussion of Findings

The first finding of this study revealed that word processing skill was the most adopted ICT competency skill by lecturers in public colleges of education, Kwara State, Nigeria, followed by slide presentation skill, while data analysis software skill was the least adopted. This finding is consistent with the work of Olaifa et al. (2024), who found that lecturers in Kwara State demonstrated strength in word processing and web browsing, while advanced technologies such as multimedia projectors and online publishing platforms were rarely applied. It also aligns with the findings of Fashiku et al. (2022), who found lecturers competent in basic operations but less proficient in advanced applications like data analysis. The finding suggests that lecturers in public colleges of education in Kwara State are more comfortable with basic ICT applications that directly support their teaching and administrative duties, such as preparing lecture notes and creating presentations, but are less proficient in more specialised applications such as data analysis software. This pattern of ICT adoption may reflect the nature of the training and support available to lecturers, as well as the immediate demands of their day-to-day work.

The second finding of this study revealed that the level of institutional goal achievement in public colleges of education, Kwara State, Nigeria, was moderate. Specifically, teaching excellence had the highest level of achievement, followed by research and publication, and community

service. Olaifa et al. (2025) reported high achievement in teaching and research but moderate performance in community service among Kwara State universities. It also aligns with Oba et al. (2026), who noted that teaching and research are prioritised over community service in Nigerian Colleges of Education.

The third finding of this study revealed that there was a significant relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria. It supports Olaifa et al. (2024) found that ICT competence significantly predicted lecturers' job efficacy in Kwara State. It also aligns with Adeyemi and Ogunleye (2023), who reported that ICT competencies enhance the realisation of academic objectives in Nigerian tertiary institutions.

Conclusion

This study investigated the relationship between lecturers' ICT competency skills and institutional goal achievement in public colleges of education, Kwara State, Nigeria. The findings revealed a clear hierarchy in the pattern of ICT competency adoption, with word processing skill being the most adopted, followed by slide presentation skill, and data analysis software skill being the least adopted. The level of institutional goal achievement was found to be moderate, with teaching excellence achieving a high level while research/publication and community service achieved moderate levels. A significant positive relationship was found between lecturers' ICT competency skills and institutional goal achievement.

The study concluded that while lecturers in public Colleges of Education in Kwara State have successfully leveraged foundational ICT skills to achieve excellence in their core teaching mission, a significant gap in advanced, research-oriented ICT skills represents a key barrier to achieving their goals in research, publication, and community service. The significant relationship between ICT competency and goal achievement underscores the urgent need for institutional policies and professional development programmes that target advanced ICT skills. By training lecturers in data analysis and other research-focused technologies, these institutions can unlock their full potential, enhance their overall institutional goal achievement from a moderate to a high level, and better fulfill their complete mandate of teaching, research, and service to the community.

Recommendations

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

1. The management of public colleges of education in Kwara State should organise regular ICT training programmes for lecturers, with particular emphasis on data analysis software skills. Such training should be hands-on, practical, and tailored

to the specific research and teaching needs of lecturers.

2. The NCCE and institutional management should intensify efforts to improve the attainment of institutional goals by strengthening strategic planning, monitoring and evaluation, staff development, resource management, and accountability. This will enhance institutional effectiveness and promote the achievement of institutional goals at a higher level.
3. The NCCE and institutional management should provide continuous ICT training and adequate technological resources to strengthen lecturers' ICT competency skills and thereby enhance institutional goal achievement.

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