

Social Learning Environment and Acquisition of Basic Computer Skills among Secondary School Students in Cross River State, Nigeria, West Africa.

Dr. Asuquo Bassey Asuquo
Department of Environmental Health
College of Health Technology
Calabar, Cross River State
Nigeria

&

Bassey Omeh Anthony
Department of Medical Laboratory Science
College of Health Technology
Calabar, Cross River State
Nigeria

&

Mrs. Mary Abutunghe
Department of Environmental Health
College of Health Technology
Calabar, Cross River State
Nigeria

ABSTRACT

The purpose of this study was to assess the influence of social learning environment on acquisition of basic computer skills among secondary school students in Cross River State, Nigeria. In pursuance of this objective, three research questions were raised and converted to three null hypotheses. Ex-post-facto design was adopted for the study. The population of the study consisted of all SS 2 students of public secondary schools offering Computer Science in Cross River State. The sample consisted of 784 students drawn from 12 secondary schools using multi-purpose sampling techniques. Social learning environment and students' computer skills acquisition questionnaire (LESCSAQ) was the instrument used to collect data. Data analysis was conducted using Pearson product moment correlation (r) analysis. Findings revealed that there was a significant positive influence of teacher-students, students-students relationship and practical teaching method on students acquisition of computer skills in terms of ability to use keyboard device effectively, to manipulate the mouse device effectively, to switch between application windows and to enter data in Microsoft environment. On the whole, conducive learning environment contributes 94.5 percent of the promotion of students' acquisition of basic computer skills. It was concluded that conducive learning environment positively influenced students' acquisition of basic computer skills. It was recommended among others that enough computers should be made available to students in schools and also accessible to students' usage at regular basis, teachers, through their teaching should help student develop positive attitudes towards usage through cordial relationships as these could exercise great influence to their success.

Keywords: Social learning environment, Computer Skills, Computer, Environment.

INTRODUCTION AND BACKGROUND

The need for computer education in schools cannot be over emphasized. This is because computers make things easy in our society. Almost everything has to do with computer, any person in the age of a secondary school student or adult in this present age who lacks the knowledge of computer could be regarded as an incomplete human being. Computer information communication technology has become an integral part of our society (Chiemeka, 2004).

For education in school to be effective, the environment needs to be conducive for learning, allowing the students' space and time to interact within the learning and teaching process. The school system is a deliberately constructed social mechanism designed to provide formalized learning and teaching for social and individual development.

For secondary school students to acquire computer skills or improve upon his/her skills the learning environment must be conducive. There should be effective and efficient computer teaching and learning processes to achieve these set goals. Teacher's variables such as that which deals with personality, competent, professional qualification, motivation, experience and personal commitment is vital in computer teaching and learning. Availability and accessibility of modern learning materials and tools to both the teacher and the students or learners, the teaching and learning style used, the curriculum structure, classroom arrangement, period of time set for learning, the school policies, students evaluation and sustainable student per computer set ratio also has to be taken into consideration in the process of teaching and learning computer in order for students to obtain the necessary skills.

Conceptually and technically speaking, the learning environment refers to the whole range of components and activities within which learning happens. Learning environment is made up of physical and social components. The physical learning environment components or variables in relation to computer teaching and learning processes include the teaching and learning tools and materials, the lighting system in a computer classroom, the sitting desks and arrangement use for learning, the ventilation situation in classroom structure and the whole range of physical aesthetic structure. The social learning environment components which also accommodate the teachers and students variables include teacher-students and student-student interactive relationships. The types of relationship that occurs between the teacher and students forms the components of social learning environment (Kirschner and Davis, 2003).

The basic computer skills include the ability to use keyboard device effectively, the ability to manipulate the mouse device effectively to produce the desire results, the ability to open and close software, the ability to text data into computer, the ability to operate graphics data, audio data and video data effectively, ability to switch between application windows, create a new folder, rename a file, search for a file, format a text, create bulleted or numbered lists, insert headers and footers, insert page numbers in a word document and to enter data in Microsoft environment.

According to Sithers and Robinson (2003), the physical and social environment of a classroom can have a tremendous impact on students and the way they learn. A classroom that is organized and uncluttered with sufficient learning tools and materials can be more conducive for learning than an overestimated classroom. Learning can also be further enhanced by a teacher who impacts trust and confidence in the students.

Social leaning classroom environment provides positive feedback of interaction and relationship between the students and the teacher. The teacher has a critical role to play when talking about a productive conducive learning environment and the implementation and realization of the educational policies and objectives at the practical level of the classroom. It is the teacher who ultimately interprets and implements the policy as represented in the school curriculum in order to actualize acquisition of skills and educational goals (Sithers and Robinsons, 2003).

Many factors combine to create a classroom's learning environment. This environment could be positive or efficient in terms of acquisition of computer skills or negative or inefficient. Much of this depends on the plans the teacher and the students have in place to deal with situations that affect the learning environment. The forces that help teachers better understand how to ensure that they are creating a positive learning environment for all students include the teacher's behaviours. It is the teachers that set the tone for the classroom setting. If the teacher is even-tempered, fair with students and equitable in rule enforcement, he or she have set a high standard for the classroom. Of the many factors that affect the classroom learning environment, teacher's behaviour is the one factor that can be completely control.

The student's behaviours is also a factor that can affect the classroom learning environment. A teacher should have a firm discipline policy that is enforce on a daily basis. The desks in a computer classroom should be set and arranged in such a way that interaction can be easily promoted and encouraged (Larkin, 2003).

Kirschner and Davis (2003) and Williams (2012) opined that for effective acquisition of basic computer skills to be obtained, the time structure set for learning computer should be properly viewed. According to them, time refers to not only time spent in computer study class but also time of day in which a class is held. The time spent in class will have impact on acquisition of computer skills. If the school uses block schedule, there will be more time on certain days spent in the classroom. This will have impact on student behaviour and learning. Time structure can have impact on students attention and retention, for instance, computer class right before the end of the day is often less productive than the one at the beginning of the morning. Conducive social learning environment is important, that is, providing positive feedback is important and students should be encourage by the teacher to learn from their mistakes, share various experiences on what they discover in computer manipulation.

Curriculum structure is vital in computer studies and the acquisition of basic skills. What is taught have impact on the students. Computer classroom learning is different from other subjects classroom. For instance, in a computer class, a teacher holding classroom debates lecture method or using practical demonstration is required. Learner expectation should be known. It is paramount to incorporate a range of teaching strategies in teaching computer. Student should be encourage to operate computer set, they should interact with one another and learn from their mistakes.

Social learning environment which comprises of behavioural or psychological components according to Kathleen and McKinney (2006), Douglas and Kuh (2009) is the portion of the perceptual environment where overt and purposive behaviour takes place. It is a portion of the perceptual environment where awareness and behaviour overlap. Eggen and Kauchak (2001) assert that social, psychological or behavioural learning environment is the environment that learners reaction reveals his/her likes and dislikes, bias or attitudes, self efficacy, anxiety,

psychological reaction, interactions and relationship towards acquisition of basic knowledge in a classroom or school climate. They noted that social learning environment components comprises of interaction, relationship, behaviour, attitude and psychological reactions of both the teachers and students towards one another.

Learning is the acquisition of knowledge, information and new behaviour or a change in one's thought patterns, feelings and behaviour, whether positive or negative. Learning can take place in a formal classroom setting or climate or through experience and interaction outside the classroom. Social learning environment components involved socialization which involves the norms, values, traditions, habits and all those things that brings about conformity in any given society. Socialization can be exhibited in various forms for a computer science study. Socialization takes place in the computer laboratory classroom by coming together of students as learner and teacher as a guidance.

Learning environment of a computer classroom setting is a destination where people as learners, come together to co-creates content, share knowledge and learn from one another. It combines social elements like networking, tagging, file sharing and micro blogging to create a safe space in which to learn and work collaboratively. Collaborative learning include formal structure learning that falls within formal training like in the classrooms, courses and workshop; group directed learning where groups of learners or students work together in teams, that is group approach to learning; personal directed learning where individual learners organize and manage their own personal or professional learning.

Secondary schools in Nigeria needs to provide physical infrastructure that supports social and collaborative learning, it needs to offer a secured personal working learning space for individuals as well as group formal learning, providing the necessary physical and social tools for collaboration and information sharing. More importantly, it should provide an open, collaborative environment where individuals are not managed or controlled but rather supported in their working and learning.

Conducive learning environment helps students to overcome behavioural traits such as underactive deficit behaviour characterized by shyness and social isolation in the form of moodiness and slowness. Students fear new situation that they perceive as threatening such as first day in a computer class, but when appropriate and effective collaborative learning and social interactions are prevalent, fear are overcome. Also students' meta-cognitive personality that is, students ability to monitor, reflect upon and improve their learning strategies and problem solving can be promoted with an existence of computer sets to practice with and other study tools (Douglas and Kuh, 2009).

Fernandez – Castillo and Guitierrez (2009), Ruiz and Lupianez (2009) commented that social factors are also important in educational processes in correcting deviant behaviours of young students. Therefore, in considering computer skills acquisition, it is important to consider psychological factors like computer anxiety which have to do with behavioural trait.

Studies from Fletcher and Deeds (1994) have shown that computer anxiety and lack of confidence is a socialization process which influence both the acceptance of computers and their uses as teaching and learning tools. The need to therefore disabuse the mind of both teachers and their students from such fears and replace these misconception with confidence building measures is more than ever paramount. In this regard, computer ownership and

computer experience are two very important and interrelated factors that can help in mitigating fear and anxiety about computers from the minds of students. If the students is guaranteed total access and freedom to experiment with the use of a computer as a learning tool in a classroom setting with the guidance of a competent teacher, it may result to the reciprocal outcome of computer experience that provides the technical know-how and the intellectual ability to manipulate and discover the pedagogical power of computer.

The amount of confidence a teacher possesses in using computers influences the interest students have about computers. Computer anxiety manifests in students irrespective of their level of education, so there is need for students to be tutored by competent teachers (Sanders, 2009). Chiemeke (2004) found out that students who reported medium and higher levels of computer anxiety performed less well than those with low level in examination involving the use of computer. He indicated that while students' computer experience and knowledge increases, computer anxiety level decreases.

Teacher-students interactions are of great important. As important as they are, these relationships, formed within the context of the wider social unit of the school, are most neglected in most computer classes. Clear understanding of the behaviour of teachers and students towards one another, however, will certainly improve their interactions, and ultimately teaching and learning processes (Asuquo, Owan, Inaja, Okon and Ogodo, 2010).

Basically, these are personal characteristics and the backgrounds of the individuals as they interact with one another. Students like to interact more freely with teachers who are kind, friendly, cheerful, helpful, fair, have sense of humour, show an understanding of students problems, allow plenty of students activity and at the same time maintain order. They dislike teachers who uses sarcasm and ridicule, teachers who are domineering, who punishes severely to secure discipline and at the same time have disagreeable personality peculiarities (Ruiz and Lupianez, 2009).

Secondary school is a social organization which seeks to cultivate distinctive patterns of behaviour which are consistent with its functions. Within the learning environment of a social system, there are more or less stable patterns of interaction among students. These patterns assume the form of a formal organizational structure imposed by the school authority on the other hand, informal structure of friendship ties among students with several characteristics which may be friendly or tolerant or hostile towards one another.

For millions of people worldwide, the computer and internet have become an integral and essential part of life. In the home, we use computers to communicate quickly with family and friends, manage our finances more effectively, enjoy music and games, shop online for products and services and much more. In the workplace, computers have become almost indispensable tool. With them, workers can become more efficient, productive and creative and organizations can connect almost instantly with suppliers and partners on the other side of the world. This justify the fact that students with computer skills stands a better chance to be employed by establishments than those without computer skills.

Acquisition of basic computer skills among students is more productive in a learning environment with adequate and sufficient computer sets for students' usage. Human behaviour is not entirely random, the existence of a social structure enables physical, social and intellectual behaviour of students to be controlled and directed towards goals achievement. Learning environment in secondary schools system is formal in structure patterned in such a

way that some students have greater status than others do. The structure assumes a hierarchical order with a head to instruct the subordinate in order to provide the official framework through which the goals of orderliness and interaction in a computer learning environment are achieved. This is because learning that can promote acquisition of skills strive better in an organized and peaceful environment. It is against this background that this study seeks to assess social learning environment and acquisition of basic computer skills among secondary school students in Cross river State, Nigeria.

RESEARCH DESIGN

The research design adopted in the conduct of this study is ex-post facto research design. The researcher does not have direct control of independent variables because their manifestation have already occurred or because they are inherently not manipulatable. In other words, there was no manipulation or control of the independent variables.

The design is particularly centered on the identification of the “antecedents” of the present conditions. The antecedent, that is attribute and independent, variables in this study include learning environment of a computer classroom laboratory which involves the whole range of components and activities within which learning happens and skills acquisition. These have already existed and occurred and were not manipulated in the study. The dependent variables are acquisition of computer skills interms of ability to use keyboard device effectively, to manipulate the mouse device effectively, to switch between application windows and to enter data in Microsoft environment.

AREA OF THE STUDY

The research area is Cross River State. Cross River State is a coastal state in Southeastern Nigeria, bordering Cameroon republic to the east, Benue State to the north, Enugu and Abia State to the west and Akwa Ibom State and the Atlantic Ocean to the south. It is located in the Niger Delta. It is named after the Cross River which passes through the state. Its capital is at Calabar.

Cross River State was created on May 27, 1967 from the former Eastern Region, Nigeria by the General Yakubu Gowon regime. Its name was changed to Cross River State from Southeastern State in the 1976 state creation exercise by the then General Murtala Mohammed regime. Its major towns are Ogoja, Ikom, Obubra, Obudu, Ugep, Calabar South, Obanliku, Akamkpa, Biase, Odukpani and Akpabuyo, among others.

The state lies between latitudes $5^{\circ}45'$ and $8^{\circ}30'$ north of the equator and longitude $5^{\circ}45'$ and $8^{\circ}80'$ east of the Greenwich Meridian. It has a total area of 20,156 square km² (7,782,sq metre). It has a total population of 3,104,446 according to 2006 National Population census estimate. The state is composed of three major ethnic groups: Efik, the Ejagham and the Bekwara. The Efik language is widely spoken in Cross River State and as far as Arochukwu in neighbouring, Abia State. It has tourist attractions like Ikom Monoliths, Afi Mountain, Ranch Resort, TINAPA business Resort, National Park, Annual Calabar carnival, among others. It has institutions such as University of Calabar, Cross River State University of Technology, Calabar, College of Education, Akamkpa, College of Health Technology, Calabar, among others. It has public and private secondary schools across the state with computer laboratories. It is rich in agriculture.

SAMPLING TECHNIQUE

To ensure representativeness of the population in the sample selection, multi-purpose sampling approaches were adopted. The list of public secondary schools which have computer classroom laboratory, computer sets availability and accessibility to students' usage and where computer teaching and learning processes takes place were obtained from the State Secondary Education Board. The education zones were stratified into Calabar, Ikom and Ogoja education zone. Two thousand one hundred and twelve schools were in Calabar education zone, one thousand two hundred and thirty schools were in Ikom education zone and one thousand three hundred and fifty one schools were in Ogoja education zone. From this list, four public secondary schools each were purposively selected from each of the three education zone of Calabar, Ikom and Ogoja, thus the number of schools selected were twelve. The schools selected based on availability of computer from Calabar education zone were West African People's Institution, Calabar, Community Secondary School, Apiapum, Biase, Government Secondary School, Anantigha, Calabar South and Government Secondary School, State Housing, Calabar. From Ikom education zone were Akpet Community Secondary School, Central Community Secondary Grammer School, Ugep, Community Secondary School, Adim, Biase and Community Secondary School, Usumutong, Abi. From Ogoja education zone were Community Secondary School, Aliforkpa, Yala, Comprehensive Secondary School, Okundi, Boki, Community Secondary School, Bendeghe, Etung and Community Secondary School, Ikom.

The population of students in SS2 classes studying computer science in each of the selected schools were obtained from the various secondary school counselors, from each of the schools, simple random sampling was employed in the population to select the sample for the study with the students population and gender taken into consideration since all the schools do not have equal number of students' population. See Table 1 for distribution of students in the sampled schools.

Table 1: Distribution of students in the sampled schools

s/n	Names of schools	No. of SS 2 Computer Students population	Percentage of sample students' population (%)	Total of sampled used
1.	West African People's Institute, Calabar	205	50	103
2.	Community Secondary School, Apiapum, Biase	120	50	60
3.	Government Secondary School, Anatigha, Calabar South	200	50	100
4.	Government Secondary School, State Housing, Calabar	170	50	85
5.	Akpet Community Secondary School, Akpet Central, Biase	120	50	60
6.	CommunitySecondary Grammar School, Ugep	120	50	60

7.	Community Secondary School, Adim, Biase	101	50	51
8.	Community Secondary School Usumutong, Abi	105	50	53
9.	Community Secondary School, Okundi, Boki	104	50	52
10	Comprehensive Secondary School, Bendeghe, Etung	100	50	50
11.	Community Secondary School, Bendeghe, Etung	102	50	51
12.	Community Secondary School, Ikom	120	50	60
	Total	1,567		784

Source: Fieldwork (2020)

SAMPLE

The sample for this study consisted of 784 SS 2 secondary School students in public schools in Cross river State, Nigeria. The target and total population of SS 2 secondary school students in public secondary schools offering computer science in Cross River State is 5,493, using twelve schools, four each from the three education zone of Calabar, Ikom and Ogoja and 784 students through purposive, stratified and simple random sampling techniques make for 14.2% of the study population. Since the population of SS 2 students in Cross River State is too large, the percentages of the population used is much more appropriate.

According to Denga and Ali (1998:73) a sample should be about 15-30% of the population where the population is not too large. Much more lesser percentages may be adequate for a very large population. Where the population is small, it can be studied entirely as the sample. Since the study was on learning environment influence on students acquisition of basic computer skills, gender did not form part of the independent and dependent variables, however, the sample characteristics covered both the male and female students in the sampled schools.

The estimate for measurement for the research variables yielded high correlations coefficient which ranged from 0.71 to 0.91. The high correlation coefficient obtained shows that the research instrument is reliable, dependable and is absent of measurement error. It therefore means that the Likert's scale measurement scale used is appropriate to operationalize, measure the variables in the questionnaire.

PRESENTATION OF RESULTS

Hypotheses were posited to be tested to provide solution to the problem of this study. Each hypotheses was tested using the Pearson product moment correlation analysis at .05 alpha level.

Hypothesis 1

Teacher-students relationship do not significantly influence students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment.

The independent variable (X) is teacher-students relationship, while the dependent variable (y) is students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment.

To test the hypothesis, Pearson product moment correlation analysis was used. The result is presented in Table 2.

Table 2: Pearson product moment correlation between teacher-students relationship and students acquisition of computer skills (N=784)

Variables	Σx	Σx^2	ΣXy	r-cal
	Σxy	Σxy^2		
Teacher-students relationship	17592	378973		
Keyboard device skills	16000	490550	378638	0.34*
Mouse device skills	17657	458969	375285	0.43*
Switch between windows skills	16854	475660	378477	0.48*
Enter data in Microsoft environment skills	16100	468861	378842	0.37*

* Significant at 0.5 level, df = 782, r-crit = 0.17

Result of the analysis in Table 2 indicated that r-calculated for keyboard device skills (0.34), mouse device skills (0.43), switch between application windows skills (0.48) and entering of data in Microsoft environment skills (0.37) were higher than critical value of 0.17 tested at 0.5 level of significance at 782 degree of freedom. With these results, the null hypothesis was rejected and the alternative hypothesis accepted and upheld. This mean that good and effective cordial teacher-students enhances students' interest in computer and at the same time promotes acquisition of computer skill in the area of keyboard device skills, mouse device skills, switch between application windows skills and entering of data in Microsoft environment skill.

Hypothesis 2

Students-students relationship do not significantly influence students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment.

The independent variable (X) is students-students relationship, while the dependent variable (y) is students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment.

To test the hypotheses, Pearson product moment correlation analysis was used. The result is presented in Table 3.

Table 3: Pearson product moment correlation between students-students relationship and students' acquisition of computer skills (N=784)

Variables	Σx	Σx^2	ΣXy	r-cal
	Σxy	Σxy^2		
Students-students relationship	19734	342267		
Keyboard device skills	16000	490550	390102	0.40*

Mouse device skills	17657	458769	385341	0.48*
Switch between windows skills	16854	475660	388800	0.54*
Enter data in Microsoft environment skills	16100	468861	378766	0.51*

* Significant at 0.5 level, df = 782, r-crit = 0.17

Based on the result in Table 3, the r-calculated for keyboard device skills (0.40), mouse device skills (0.48), switch between application windows skills (0.54), and entering of data in Microsoft environment skills (0.51) were higher than r-critical value of 0.17 tested at 0.5 level of significance at 782 degree of freedom. With these results, the null hypothesis was rejected, and the alternative hypothesis accepted and upheld. This means that students with computer utilization knowledge can help the one with low computer experience when effective cordial relationship exist between students, thus, the acquisition of computer skills in terms of keyboard device skills, mouse device skills, switch between application windows skills and entering of data in Microsoft environment skills.

Hypothesis 3

There is no significant effect of practical teaching method on students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment.

The independent variable (X) is practical teaching method, while the dependent variable (y) is students' acquisition of computer skills in terms of keyboard and mouse usage, switch between windows and data entering in Microsoft environment. To test the hypotheses, Pearson Product Moment Correlation analysis was used. The result is presented in Table 4.

Table 4: Pearson product moment correlation between practical teaching method and students' acquisition of computer skills (N=784)

Variables	Σx	Σx^2	Σxy	r-cal
	Σxy	Σxy^2		
Practical teaching method	17811	397766		
Keyboard device skills	16000	490550	388871	0.43*
Mouse device skills	17657	458769	383152	0.30*
Switch between windows skills	16854	475660	387421	0.44*
Enter data in Microsoft environment skills	16100	468861	386531	0.41*

* Significant at 0.5 level, df = 782, r-crit = 0.17

Result of the analysis in Table 4 indicated that r-calculated for keyboard device skills (0.43), mouse device skills (0.30), switch between application windows skills (0.44), and entering of data in Microsoft environment skills (0.41) were higher than r-critical value of 0.17 tested at 0.5 level of significant at 782 degree of freedom. With these results, the null hypothesis was rejected and the alternative hypothesis accepted and upheld. This means that practical teaching method were students are made to practice with the computer enhances acquisition of computer skills in the aspect of keyboard device skills, mouse device skills, switching between application windows skills, and entering of data in Microsoft environment skills.

DISCUSSION OF FINDINGS

Result obtained from the analyses revealed that the working research hypotheses adopted by the researcher were accepted and upheld. These to an extent revealed important findings related to how social conducive learning environment, that is, the whole range of components and activities within which learning happens influences students acquisition of basic computer skills among secondary school students in Cross River State. The findings are as follows:

The result of hypothesis one showed that there existed a positive influence of teacher-students relationship on students' computer skills acquisition in terms of ability to use keyboard device effectively, to manipulate the mouse device effectively, to switch between windows and to enter data in Microsoft environment. These assertions is as a result of the findings discovered in this study, in that cordial teacher-students relationship and students computer skills acquisition of keyboard device skills (0.34), mouse device skills (0.43), switching between windows skills (0.48), and Microsoft data entry skills (0.37) was found to be significantly higher than critical r of 0.17 at 0.05 level of significance and 782 degree of freedom.

This finding have support from other authors such as Kathleen and Mckinney (2006) who noted that in any classroom social learning, interaction is very paramount, and it is made up of the relationship between the teacher and the students, the students and the students and these have positive influence on the students in terms of acquisition of skills and academic performance.

Studies have indicated that teachers help students develop critical thinking and problem solving skills. It is the teacher who promotes collaboration between students and cooperative learning. Hogan (2010) observed that the teachers' attitude have a direct relationship to his or her students, when a teacher and a student have a well balanced relationship, the student gain by acquiring knowledge and skills from the teacher and the teacher in turn may learn tolerance and obtain a positive feedback of performance from the student.

The result of hypothesis two showed that there existed a positive influence of students-students relationship on students' computer skills acquisition in terms of ability to use keyboard device effectively, to manipulate the mouse device effectively, to switch between windows and to enter data in Microsoft environment.

However, for students-students relationship and students computer skills acquisition, the analysis, results and conclusion of keyboard device skills (0.48), mouse device skills (0.48), switching between windows skills (0.54) and Microsoft data entry skills (0.51) was found to be significantly higher than critical r of 0.17 level of significance and 782 degree of freedom. This means that a student with good character will attract teacher likeness of the student and close cordial relationship with the teacher and fellow students with more computer experience thus will increased the student acquisition of computer skills.

This finding have support from Mitra, Lenzmeier, Svon and Hazeen (2000) who noted that the students-students relationship in a classroom learning environment is an important element of learning. A student cannot have effective learning towards acquisition of computer skills when he or she does not participate or get along with others.

Students who have positive relationship with one another tend to benefit in learning. Interaction with one another help students to tolerate themselves as different people and also help them gain from the ideas and knowledge of others.

Hypothesis three assess whether practical teaching method as one of the important component of learning environment influence students computer skills acquisition. The analysis and conclusion shows that keyboard device skills (0.43), mouse device skills (0.30), switching between windows skills (0.44) and Microsoft data entry skills (0.41) was found to be significantly higher than critical r of 0.17 at 0.05 level of significance and 782 degree of freedom. From the result of the analysis and findings abduces, there existed a significant positive relationship between practical teaching method of teaching computer and students acquisition of computer skills.

The findings is in consonance with previous studies of Dror (2008) and Bordbar (2010) which found out that teaching and learning method adopted for the computer studies has to be practical in nature where students learn by utilizing computer set under the tutorship of a component teacher. Practical teaching and learning method or style is a component of social learning environment and for any learning to achieve it set objectives, the processes must impact the requisite knowledge to the students or learners.

Positive attitudes toward computers that help students to acquire the required skills have been seen to be as a result of practical teaching from the teacher and practical learning. Studies of Herrington and Kervin (2007) have indicated that students' ability to perform tasks through computer is as a result of having practical exercises with computer set.

The type of teaching and learning method used in teaching and learning computer influence choice of whether to engage in a task on computer. It has been discovered that the method of teaching impact positively or negatively to fast or slow acquisition of basic computer skills in any learning environment. Kaufer, Gunawardena, Tan and Cheek (2011) proffer that Computer Science learn theoretically yield slow and low skills acquisition.

Students who perceive themselves capable of performing certain tasks or activities with computer with high performance ability have been as a result of frequently practice with computer. Students who perceive themselves as less capable of using computer are those who do not frequently practice with the computer. These high and low performance in computer utilization are influence by the type of teaching and learning method adopted for computer studies.

Feaster, Dimmick and Ramirez (2007) noted that poor computer learning experience can lead to the fear of computer when using one, or fearing the possibility of using a computer. The fear of computer otherwise known as computer anxiety is an individuals' judgment of one's capabilities to use computers in diverse situations.

CONCLUSION

The finding of this study shows a positive influence of social conducive learning environment towards student's acquisition of basic computer skills.

Moreso, there is a significant relationship between cordial teacher-students, students-students interaction relationship and practical teaching method of computer studies and students acquisition of basic computer skills.

To help in yielding high interest towards acquisition of computer skills by secondary school students in Cross River State, it is suggested that computers and internet facilities be made available for use by students on daily basis. It is also important to make the classroom computer

learning environment suitable for learning. In addition to teaching the students computer, schools need to make regularly available, a wide range of short formats, hand-on workshops and demonstrations in which students can be provided individual attention. The subject of the workshops and demonstrations should be a parallel application being integrated into the make up activities, in order to enhance exposure and high levels of computer practice.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made. Enough computer sets should be made available to students in schools and also accessible to students' usage at regular basis. The government should liaise with ICT

- (i) Professionals to ensure that computers peripherals and network facilities are supplied in all public secondary schools to aid teaching and learning of computers as well as enhancing research by the teachers. The same thing should be done by proprietors of private secondary schools for the same purpose.
- (ii) A good cordial teacher-students, students-students relationship should be promoted in schools in order to enhance confidence of the slow intelligent quotient students to acquire computer skills. More knowledgeable students could help eliminate computer anxiety and stimulate positive attitudes towards computer through assisting their colleagues with requisites computer skills. Quality of instruction is very important for every learner, because computer anxiety is a product of the attitude of the instructor introducing the technology to students.
- (iii) Competent computer teachers should be engaged to teach computer science. Teachers who know and can collaborate with student effectively should be engage to teach computer so that the objectives of students' acquisition of computer skills can be achieve.
- (iv) Apart from the key components of physical and social learning environment as adopted in this study, other components of learning environment such as good lighting, sufficient ventilation, good floor, availability of sufficient sitting chairs, whiteboard and study materials should be provided in a computer classroom learning environment in order to aid in teaching and learning processes.
- (v) Computer science teachers should include more practical work in their lessons in order to inculcate practical skills in students. The standard set forth by Science Teachers Association of Nigeria on the teaching of computer science should be attainable in most teaching situations by all concerned especially in the area of practical work by students.

REFERENCES

- Asuquo, P. N., Owan, V. O., Inaja, A. E., Okon, M. O. & Ogodo, F. A. (2010). *Sociology of Nigerian education: An introductory text*. Calabar: University of Calabar Press.
- Bordbar, F. (2010). English teachers' attitude toward computer-assisted language learning. *International Journal of Language Studies*, 4(3), 179-206.
- Chiemeke, S. C. (2004). Gender and Information Technology in Nigeria. *Nigerian Journal of Computer Literacy*, 5(1), 159-170.
- Denga, D. I. & Ali, A. (1998). An introduction to research methods and statistics in education and social sciences. Calabar: Rapid Educational Publishers Ltd.
- Douglas, G. & Kuh, A. (2009). Influence of social interaction on cognitive learning. *Journal of Higher Education*. 66 (3), 201-210.

- Dror, I.E. (2008). Technology enhanced learning: the good, the bad and the ugly. *Pragmatics and Cognition*, 16(2), 215-223.
- Eggen, P. & KauChak, D. (2001). *Educational psychology*. (5th ed.) Windows on classrooms. New Jersey: Merrill Prentice Hall.
- Feaster, J.; Dimmick, J. & Ramirez, J. (2007). Media richness perceptions as impressions of interpersonal communication competence within the relational competence framework. Conference Papers-International Communication Association.
- Fernandez – Castillo, A., & Gutierrez, M. E. (2009). Selective attention, anxiety, depressive symptomatology and academic performance in adolescents. *Electronic Journal of Research in Education Psychology*, 7(1), 47-76.
- Herrington, J. & Kervin, L. (2007). Authentic learning supported by technology: Ten suggestions and cases of integration in classrooms. *Educational Media International*, 44(33), 219-336.
- Honan, E. (2010). Mapping discourses in teachers' talk about using digital texts in classrooms. *Discourse: Studies in the cultural Politics of Education*, 31(2), 179-193.
- Kathleen, T. & Mckinney, O. (2006). *Teaching and learning in compute*. Cambridge: University Press.
- Kaufer, D.; Gunawardena, A.; Tan, A. & Cheek, A. (2011). Bringing social media to the writing classroom: Classroom Salon. *Journal of Business and Technical Communication*. 25(3), 291-321.
- Kirschner, P. & Davis, N. (2003). Pedagogy benchmark for information and communication technology in teacher education. *Technology Pedagogy and Education*, 35(3), 145-149.
- Larkin, T. L. (2003). *Learning style in the classroom. A research paper guided approach. Paper presented at the annual conference of international conference on Engineering and Computer Education*. March 16-19, 2003, Sao Paulo, Brazil.
- Mitra, A.; Lenzmeier, S.; Steffensmeier, T. ; Svon, R. & Hazen, M. (2000). Gender and computer use in an academic institution. Report from a longitudinal students. *Journal of Educational Computer research*, 23(1) 67-84.
- Ruiz, E. F. & Lupianez, J. L. (2009). Detecting Psychological Obstacles in Teaching and Learning tyhe topics of reason proportion in sixth pupils. *Electronic Journal of Research Education Psychology*, 17, 7(1), 397-424.
- Sanders, C. (2009). *Residual effects of teachers on students academic achievement*. Tennessee: Research and Assessment Centre.
- Sithers, A. & Robinson, P. (2003). *Factors affecting teachers' decision to leave the profession*. Liverpool: DFES Publishers.
- Williams, G. (2012). *How measuring attitude can boast attainment*. New York: John Wiley Inc.