

## **Editorial: Behavioural Intention to use Technology, ICT Leadership Education, and Use of Information Systems and Educational Software**

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Welcome to the first issue of Volume 16, 2020. What a year it has been thus far! The COVID-19 pandemic has forced many HEIs to transition to remote or virtual teaching and learning and there has been a transformation of the sector such like most of us have never seen before. Online teaching and learning is more in focus and providers are leading discussion on innovations in higher education with renewed vigour. In the midst of lockdowns and physical distancing measures, many of us may be engaged in activities to transition our respective HEIs to a virtual summer session, or may be leading on training for teaching online. Some of us may be enjoying some downtime to conduct online research, write articles or experience the joys of home schooling our children. Whatever is engaging you at this time, do observe all of the national protocols and stay safe and well.

In this Issue we present articles from or about Tanzania, Nigeria, Botswana, Sri Lanka and the West Indies. We highlight seven articles in our Refereed Articles section and one article in our Literature Review section, respectively

**Social Media Usage for Computing Education: The Effect of Tie Strength and Group Communication on Perceived Learning Outcome.** In this article Agbo et al. discuss the importance of social media for communication interaction and gaming and the attention it has gained for collaborative learning in the educational sector. The authors examine the use of WhatsApp social media groups in two Nigerian universities and how student use influences their perceived learning outcomes. The study results indicate a positive relationship between social media usage for computing education and perceived learning outcomes, a linear relationship between communication in-group and perceived learning outcomes, and a positive relationship between social media and tie strength, and an influence of tie strength on in-group communication.

**Intentions of First Year University Business Students to use Smartphones as learning tools in Botswana: Issues and challenges.** Matyokurehwa et al. examine the intention to use smartphone technology as learning tools in a selected university in Botswana, to facilitate the expansion of mobile-learning in Botswana. The authors note that although there is a high density of mobile phones in Botswana, very few of these devices seem to be used for learning purposes in HEIs. The results of their study indicate that most students had a positive attitude toward the use of smartphones for learning.

**An Analysis of Smartphone Security Practices among Undergraduate Business Students at a Regional Public University.** In this article, Chin et al. add to the discussion on security practices for use of smartphones in learning. The authors note that while smartphones and related applications have become wholly integrated into our daily lives, they embody a multitude of risks for consumers. Their study assessed smartphone security practices among undergraduate business students at a regional public university. Their results indicate that students are exhibiting a high degree of care on some measures of security with male students being more likely to display risky behaviors than their female peers. Those students that lost their phones in the past were found to be more familiar with some disaster preparedness phone features and they were more likely to insure their smartphones.

**Assessment of Teachers' Pedagogical Knowledge on the Utilization of Information and Communication Technology in Kwara State, Nigeria.** Moving from the theme of student use of smartphones for learning, in this article Obielodan et al. examined teachers' pedagogical knowledge for utilization of Information and Communication Technology in teaching where the tools were available and the frequency with which the tools were used. The study revealed that most ICT tools were not available for teaching and where available, they were not frequently used. Further, teachers in the State were found to have low levels of pedagogical knowledge for effective use of the ICT tools for teaching. The authors recommend government and NGO involvement in the procurement and distribution of relevant technology to schools, specialized training to improve teachers' pedagogical knowledge of ICT tools and the fostering of enabling environments within the school setting for effective teaching and learning and frequent use of ICT for instruction.

**User perceptions on the use of Academic Information Systems for decision making support in the context of Tanzanian Higher Education.** In this article Kayanda et al. discuss the supports needed for the introduction of specialized information systems to aid decision making in HEIs in Tanzania. They note that while different but equivalent systems are available, they are not well used to support decision-making in the respective institutions. This study applied the Unified Theory of Acceptance and Use of Technology model to study the perceptions of decision makers on the use of academic information systems for decision making in their daily activities. The findings indicate that users like to use the system, but undesirable functionalities, lack of necessary data, poor support, and inadequate training undermine their will to use the systems for decision-making. The results highlight the issues that hinder the use of academic information systems by decision makers, and point toward new measures to improve them in order to increase their adoption.

**Usable Educational Software: Teacher-educators' Opinion about *pón-ìm* Technology Enhanced Learning System, Nigeria.** Tijani et al. evaluated usability of the education software *OTELS* in use for teaching and learning across state-owned senior secondary schools in Osun State, Nigeria. Findings from their study reveal that the software did not conform to most of the heuristic guidelines generated to evaluate it and there was no significant difference across specialisation of the teachers that evaluated the software. The authors recommend a review of the educational software in order to increase its suitability for teaching and learning.

The final article in our Refereed Articles section focuses on leadership and stewardship training in Agricultural Extension. **ICT Leadership Education for Agricultural Extension in Sri Lanka: Assessing a Technology Stewardship Training Program** Gow et al. report on a technology stewardship training program to promote ICT leadership development with agricultural extension practitioners in Sri Lanka. Findings from their study show a positive response to technology stewardship training among the practitioners, and the achievement of learning objectives when offered as part of an in-service training program. The findings are reinforced by participant application of their learning in a post-course activity. The authors highlight the promise of ICT leadership education for agricultural communities of practice in Sri Lanka and elsewhere, and the contribution to a better understanding of the role of social learning among communities of practice for effective use of ICT for agriculture development more broadly.

In our Literature Review section, Allahar & Sookram discuss: **The adoption of open access journals for publishing management research: A review of the literature and the experience of The University of the West Indies.** The article reviews the literature in the field of academic journal publishing and the entry of Internet-driven open access journals into a field dominated by traditional subscription journals. The extent of adoption of open access by researchers in the management discipline at the University of the West Indies (The UWI) is also explored. The authors conclude that open access publishing was not fully embraced by the management academics at The UWI due to academic resistance on the question of acceptability, and the existence of a system

that assigns greater recognition to the established subscription journals. They further note the growing acceptance, quality and respectability of open access journals and advocate for use by researchers in developing regions, provided the operational characteristics of this mode of publishing are understood and caution in journal selection is exercised.

Thank you to our authors and the members of the Peer Review Panel. As we adjust to the “new normal” of life as part of our post COVID-19 response, let us maintain our focus the thrust to ICT usage for teaching learning and development of our societies.

Our technical team has been engaged with assisting the campus to manage our processes as our campus moved staff to a Home Work Based Arrangement as part of the COVID-19 response measures, and as such we have not been able to roll out the upgraded OJS as intended, to enhance the look and feel of our journal. We expect to be back on track in another few months, at which time we will also present a Special Issue of the journal.

We take the opportunity to remind potential authors of our journal guidelines that should be observed when submitting articles for publication. Your attention to the guidelines will better facilitate our review process and the timely publication of articles.

Stay Safe and Well!

Denise Gaspard-Richards  
Chief Editor, IJEDICT

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