

INFORMATION AND COMMUNICATION TECHNOLOGY CONSUMPTION  
AMONG ACADEMICS: A STUDY OF YABA COLLEGE OF TECHNOLOGY  
STAFF.

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## ABSTRACT

As the use of information and communication technology (ICT) becomes more widespread in academic sphere, it is necessary to be aware of the responsibility's internet usage entails, especially within academic staff where the protection of patent information is of the utmost importance. More should be done to outline the various precautions that should be taken to ensure ICT security within the professional domain, as it would appear that many areas of discipline have been neglected with regard to receiving proper ICT education, training and support systems. It has been reported that the availability of ICT for Nigeria education sector is very low, which will however affect the utilization and consumption of ICT by academia. This study examines the impact of ICT consumption among academic staff of Yaba College of technology. This study adopted a survey research design methodology. The study revealed that a low percentage of academic staff use ICT teaching aid to deliver lectures and for research publication, due to low funding of the educational sector and poor training of the academic personnel in the area of ICT. One of the recommendations of the study is that government should do more in financing the educational sector to enhance the growth and *development in order to meet up with the world's standard.*

Keywords: ICT, Consumption, Internet, Academia, Tertiary Institutions.

## INTRODUCTION

The introduction of ICT into educational development is of great significant because ICT help teachers in the development of publications, teaching aids and research development. Fowowe (2006) refers to ICT as the convergence of audio-visual and telephone networks with computer network through a single cabling or link system. It is an umbrella term that includes any communication device or application encompassing radio, television, cellular phones, computer and network, hardware and software, satellite system and so on, as well as the various services and applications

associated with them such as video conferencing and distance learning. Schneider, Evans and Pinard (2006) define internet as a global linking of computers that allows information transfer from a point of origin to other point of destination. While, Kraut and Patterson (1998) explain that the internet communication is a massive computer linked network system used globally to access and convey information either by personal or business computer users.

Today, the internet can link all online computers so that people can use it to communicate throughout the world. The word internet emanates from Internet connection network (Baek, 2008). This

simply means connecting computers around the world by the use of a standard protocol. The findings derived from several local and international publications of the past and present shows that the internet communication technology plays a vital developmental roles in the world globally due to several benefits associated with the use of the internet technology in the following areas: Accessing or Access to needed information or data for educational development, World wide access to news and events throughout the world, Interpersonal communication through e-mails, Integration of the developed and developing countries into a global village in the area of economic, politics, education, health and religion etc.

However, the introduction of the Internet into universities, at the beginning of the 1990s caused some considerable change within the academic profession (Broadhead, 2002). This is because academia's now frequently communicate by means of the Internet (telecommuting) rather than the more time-consuming talking face-to-face. Furthermore, not only did the Internet influence the autonomy and flexibility levels within the academic profession but it also caused a transformation in the academic teaching system. Distance learning courses, online discussion sessions, video and audio recorded lectures, power point presentations and communication by email have all become the order of the day between teachers and students (Xu and Meyer, 2007). According to Kolin, (2007), the introduction of information communication technology into teaching profession brought about significant effect on the research component of the academic profession. However, a number of academics feel overwhelmed by these opportunities and others find it stressful to cope with the increased expectations of their surroundings. Moreover, while their research becomes more easily accessible world-wide, some feel more isolated, and even though they are more productive, there are those who feel

less innovative (Menziez and Newson, 2007).

Knowledge is power and it is true that education is fundamental to the development of a dynamic labour force capable of accessing and integrating knowledge into social and economic activities and participating in today's global economy. ICT is currently being used effectively in higher education for information access and delivery in libraries, for research and development, for communication and for teaching and learning (Jacobsen, 1998).

The use of ICTs in the education sector in Nigeria is just beginning to gain popularity (Tella, Toyobo, Adika and Adeyinka, 2010). The evidence for the growing importance of ICTs in modern tertiary education in Nigeria is the increasing rate of acquisition of computers and other information technologies usage by staff and students. Although much have been written and said about the value of ICTs in teaching, learning and research. It is also imperative to know that successful integration of technology into the tertiary system depends not only on access and availability but also on the extent to which staff embrace these technologies. Academic staff is a core user group who plays a vital role in the successful implementation of ICT projects and initiatives.

Emphatically the use of ICTs by lecturers is highly advantageous. This is because it enables them to demonstrate understanding of the opportunities and implications of the use of ICT for learning and teaching context, plan, implement and manage learning and teaching in open and flexible learning environment and also enhancing academic productivity and performance (UNESCO, 2004).

However, it has been reported that the availability of ICT in Nigeria education sector is very low (Fowowe, 2006), which will affect the utilization and consumption of ICT by academia and also affect their productivity and performances of both the lecturers and students in the schools, judged less positively for the consequences of ICT

in personal and social life. In the light of these therefore, more research is needed to showcase further development of ICT, availability and utilization among the academic staff of tertiary institutions in Nigeria.

The following specific objectives are set:

- 1) To know if Yaba College of Technology staff use Information communication technology (ICT) teaching aids to deliver lectures.
- 2) To know if Yaba College of Technology Staff use ICT to do research for publications.

The following research questions that were asked for this study are:

- 1) To what extent has Yaba College of Technology staff use Information communication technology (ICT) teaching aids to deliver lectures?
- 2) Does Yaba College of Technology staff use ICT for research publications?

The essence of this research work in the place of other areas is basically owing to the low level of awareness about the utilization, accessibility and availability of ICT among academics in Nigeria. Also, the need to educate and train academics so as to enhance their knowledge about the usage of ICT in a way that will be of good advantage to their careers and life in general. Some academic staff was born before computers were invented and while some grew with it but have little or no knowledge about the importance of ICT to their careers due to several reasons but majorly ignorance. This research work will also bring to light the need to encourage and empower the academic staff of tertiary institutions. Consequently, this study will try to proffer some solutions to these problems and call the attention of those in charge of solving this nemesis hovering within the academic scene and government to make policies that can empower and encourage academics on ICT utilization in order to ascertain some levels of growth and development within the Nigerian academic sector.

### Conceptual and empirical Review

Kraut and Patterson (1998), explains that the (ICT) is a massive computer linked network system used globally to access and convey information either by personal or business computer users. More so, it is also used for communication, research, entertainment, educational and business transaction.

Nigeria as a nation recognizes the pivotal roles of ICTs in the revitalization and the development of the country's education system. This recognition brought about the development of specific ICT's related policies so that the country education system could husband the potentials of ICT's. The evolution of ICT in the university's environment brought a lot of changes in the teaching-learning situations. These new changes encourage distance learning and also achieve a closer collaboration between different universities and also pave way for a new pedagogical approach where there is unparalleled ability to spread knowledge and disseminate information (Nwosu and Ogobomo 2012).

According to Hornby (2008), academias are the set of people that are trained and qualified to disseminate educational information to the students in the citadel designed for formal acquisition of knowledge. The use of ICTs in the education sector in Nigeria is just beginning to gain popularity (Tella, Toyobo, Adika and Adeyinka, 2010). Emphatically the use of ICTs by lecturers is highly advantageous and enhances their knowledge about ICT. According to Adeogun (2003), ICT have broken the barriers of time, distance and location which use to impede the growth of formal education. Ehikhamenor (2002), asserts that ICT in the recent years have change the ways in which academics seek information, communicate with each other, conduct research and distribute research results.

According to Thierer (2000), most experts in the field of education agreed that when ICT is properly used, information and communication will improve teaching and

learning and also shape workforce opportunities. The introduction and application of ICT in the educational system in developing countries has helped tremendously in teaching in schools and also changed with the recent development of ICT (Ojedokun and Owolabi 2003). More so, the teaching styles with acquired internet skill have brought about new technology transformation in classroom education of over the past 20 years in most developing countries.

Jega (2007) posits that ICT facilities in Nigerian libraries serve as assistance to student's educational development. In Nigeria, some of the resources that are harnessed for scholarly work include the use of various computers, operating system such as Microsoft windows, software packages specially designed for library operation such as library management software, Software for journals, and newspapers, graphic library, automation system and data management applications. The Internet technologies software used includes file protocol software, net news group, discussion groups and e-mail services. The above mentioned can be harnessed by academics for good scholarly work. These technology-oriented services have shifted most universities libraries from traditional library to modern library.

The arrival of ICT in Nigeria education has tremendously brought about development in the education sector in Nigeria. The instructional technology in education is designed to aid teachings programmes and help students to learn in their personal time. Although, the current trend in the ICT consumption have offered tremendous opportunities for learning and teaching by technological means (Abimbade, 2002).

On this ground, the following theories were employed to explain the research work, Structuration Theory and Structural Functionalist Theory. The theory of structuration was rooted back to the work of Desantis and Poole (1990). According to Desantis and Poole (1990), structures are rules and resources that are organized as

properties of social systems. The theory employs a recursive notion of actions, constrains and enables structures which are produced and reproduced by that or such action. Consequently, in this theory, technology is not rendered as an artifact, but instead examines how people interact with ICT in their ongoing practices as daily activities at home and in the office.

In relation to the research inquiry, the structuration theorists opines that the use of internet among academia should not just be seen as artificial practices or instrument but instead it should be seen as an instrument for teaching learning, searching for information, tele-conferencing and to measure how people interacts in their ongoing practices that can foster progressive development in any citadel of learning. The ICTs should be observed as enacted structures or instrument designed to shape the emergent and situated use of technology for promoting educational development in Nigerian Universities or citadel of learning (Pinch and Bijker, 1992).

Structural Functionalism is more rooted back to Talcott Parsons and other Structural Functionalists such as Karl Marx (1818 – 1883), Emile Durkheim (1798-1917), Auguste Comte (1798- 1857) amongst others. The view of the Structural Functionalists is based on value consensus and connectivity that must occur between various parts (institutions) for the functional development of the larger whole or society (Haralambos and Holborn, 2004).

In modern societies, the relevancy of internet technology in promoting qualitative education growth and development cannot be compromised because of the fact that the positive parts of the internet technology toward human development outweigh the negative contribution. Although, the statement is subjected to different subjective interpretations because while some supported the good part of internet technology, some are negative about the internet technology.

Methodology



A quantitative method was adopted for the research inquiry in order to achieve possible solution through the use of questionnaires for collecting information from the respondents at the school selected for the research inquiry. The work relies strictly on the primary source of generating data which is through questionnaires. The research design that was employed for this research work was anchored on the use of non-experimental research design.

The research sample size designed for the research inquiry is estimated to 200 research instrument that was served to respondent (academia of staff of Yaba College of Technology) at different Schools in the research inquiry. Thus, at the end of the of the analysis 195 questionnaires were found useful for the analyses of the research inquiry. A probability sampling (multi-stage

sampling) and non-probability (purposive sampling) techniques was employed for the research inquiry (multi-stage sampling technique). Multi-stage sampling technique was adopted for the research work because it gives rational meaning for the breakdown of the study location into different stages.

There were various divisions that took place in the schools and departments, distribution of the research instruments (questionnaires) on random administration. In each department 30(thirty) questionnaires were distributed randomly among the lecturers in order to captured their perception, opinion, attitudes, behavior and knowledge related questions on the research topic under consideration. The table below focus on the demographic data of respondents and the chart below explains more on the subject matter and then the discussion of findings.

#### Result

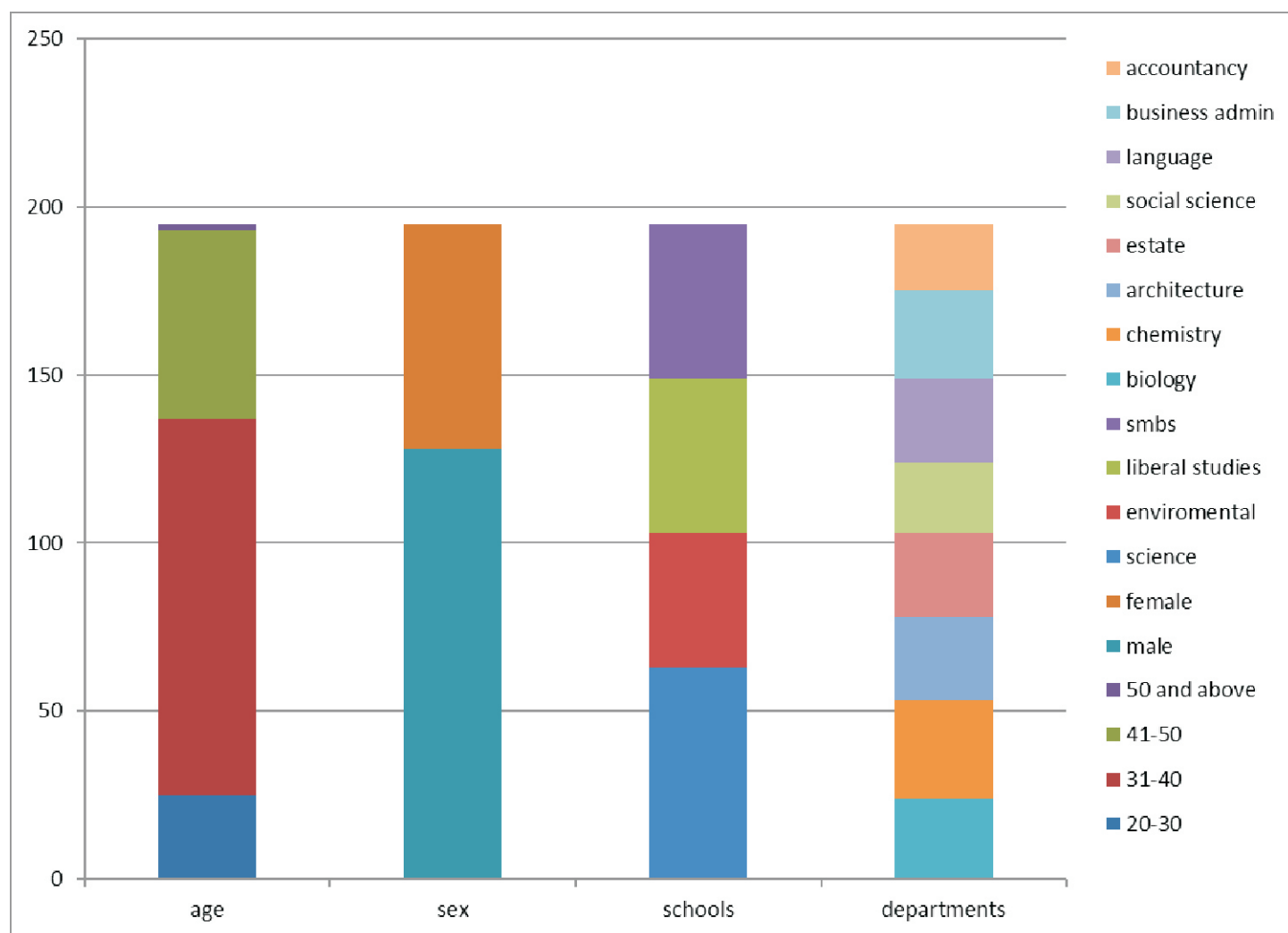
S/N	VARIABLE	FREQUENCY	F (%)
1	Sex		
	Male	128	65.6
	Female	67	34.4
	Total	195	100
2	Age		
	20-30	25	12.8
	31-40	112	57.4
	41-50	56	28.7
	51 and above	2	1.0
	Total	195	100
3	Schools		
	Science	63	32.3
	Environmental	40	20.5
	Liberal Studies	46	23.6
	SMBS	46	23.6
	Total	195	100.0
4	Department		
	Biology	24	12.3
	Chemistry	29	14.9
	Architecture	25	12.8
	Estate	25	12.8
	Social Science	21	10.8
	Language	25	12.8
	Business Admin	26	13.3
	Accountancy	20	10.3
	Total	195	100.0

5	ICT Literate		
	Yes	122	62.6
	No	73	37.4
	Total	195	100.0
6	Which of the ICT gadget do you use		
	Smart phone/ I-pad/Tablet	48	24.6
	Lap Top/Desk Top	35	17.9
	All of the above	112	57.4
	Total	195	100.0
7	What are the basic things you do with the gadget		
	Architectural/Graphics design	49	25.1
	Browsing for research / Work processing	94	48.2
	Projector for lecturing / Online tutorial	52	26.7
	Total	195	100.0
8	Frequency of the use of ICT gadget		
	Very often	54	27.7
	Often	106	54.4
	Not often	35	17.9
	Total	195	100.0
9	Do you use ICT gadget to deliver lectures		
	Yes	85	43.6
	No	110	56.4
	Total	195	100.0
10	Which of the ICT Gadget, do you for teaching aids		
	Laptop	41	21.0
	Multimedia Projector	63	32.0
	Interactive Board	78	40.0
	Others specify	13	6.7
	Total	195	100.0

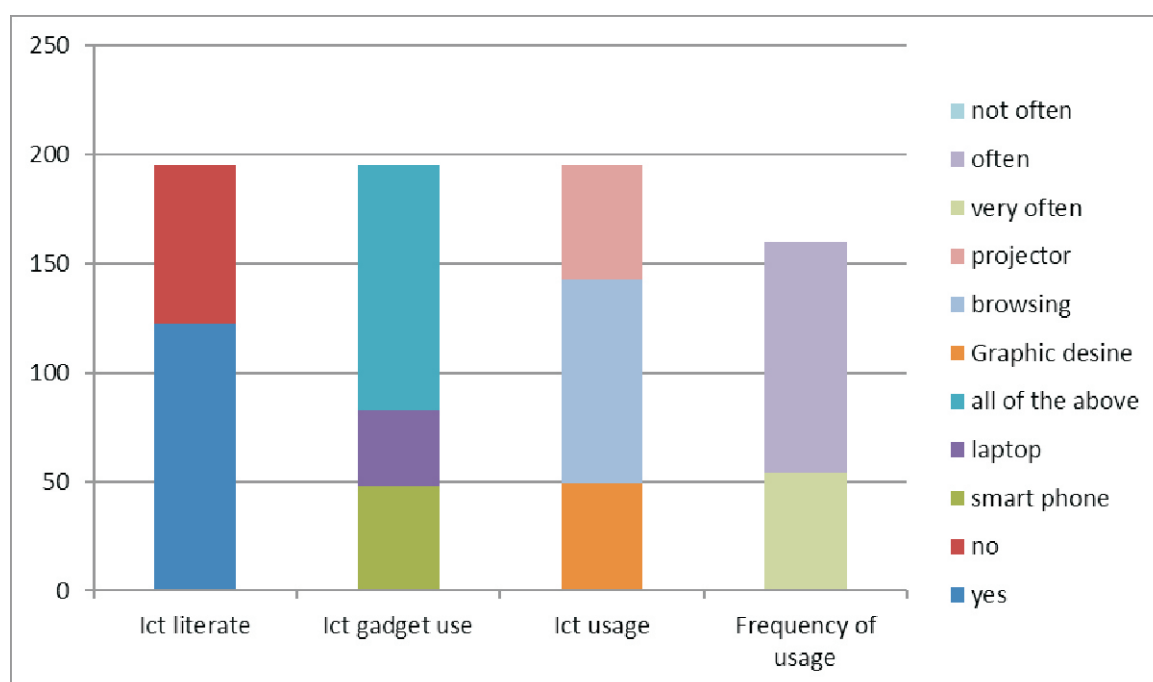
### Result

The table above and bar chart 1 depicts the demography data of respondents. From the bar chart, it is obvious that 65.6% of the respondents are male while 34.4% represents the female gender. On the age bar, 12.8% of the population that fall within the age bracket

of 20-30 are mainly youth, likewise 57.4 of the population that fall within the age bracket of 31-40 are youthful with the knowledge of ICT, while 28.7% represent 41-50, 1.0% represents 50 and above.



Bar chart 1



Bar chart 2

## Discussion of Result

The discussion of the findings is based on the set objectives of the inquiry. The findings of the socio-economic factors or characteristics of the participants, shows that in the research inquiry 65.6% of the participants (lecturers) were male compared with the female counterpart. More so, 57.4% of the staff of the College that participated in the inquiry was 31 years to 40 years. The findings derived from the outcome of the inquiry shows that 57.4% of the respondents view the use of ICT gadget as good and excellent if properly used. More so, large numbers of them use ICT for browsing, for research work or processing. Most of the lecturers interviewed at the end of the research admitted that they do not use ICT gadget to deliver lectures in the selected schools. This shows that most of the lecturers still make use of the manual traditional ways of teaching in class rooms in the selected school. In the inquiry, out of the 100% respondents interviewed on the question, 56.4% of them said they do not use ICT gadget for teaching students in the class rooms in their schools. This means that they still teach with the old ways of using markers on the board. This is because most of the students do not have such modern ICT gadget that they can use to follow up with the latest trend of lecturing in the developed countries.

The finding of the second part of the questions shows if Yaba College of Technology Staff use ICT for research publications. Large number of the staff said that their school is accredited to several local and international journal publications. This is because out of 100% of the respondents that participated in the research inquiry 50.8% of them were using ICT gadget for research publications while others uses it for other purposes. Most of the staff (47.7%) of the school that participated in the research inquiry admitted that they use power point /Microsoft words for proficiency. 29.7% of the staff admitted they use both power points /Microsoft words and excels packages while

22.6% of them use Excel package for proficiency in the school. Out of the 100% of the staff, 59.5% of them have access to online publications in their school and use hardcopy as platform for their publications. The findings also show that 60.0% of the lecturers admitted that the use of ICT gadget in their school is good while the excellent and bad categories shared the remaining 40.0%.

## Conclusion

Based on the discussions above, it is clear that large numbers of the lecturers interviewed are not constantly using ICT gadget for teaching aids to delivered lectures in the school. Large number of them still delivers lectures with the old or traditional methods of teaching in the class rooms compared with the number of the lecturers that make use of ICT gadget to deliver lectures in the school. It is concluded that respondents who had been using ICT teaching aids to deliver lectures are less in the school compared with the lecturers that uses ICT gadget to aid their teaching techniques in the school. The result gathered shows that the lecturers that use ICT gadgets for research publications are more because the major concerns of the academia is either you publish or you perish. The statistical result shows the respondents agreed that they had been using ICT for research publications as recognized and fully employed lecturers of the school while others disagreed. It is concluded that one of the most important aspect in fostering positive educational growth and development is anchored on the access of the lecturers and students to the research publications at all times. It is the duty and responsibility of the school authority to provide technological facilities to aid teaching and research publications in the school.

## Recommendation

There are several recommendations that were derived from the outcome of the research inquiry under consideration. These are:



- a) The government representatives at all levels (Federal, State and Local Government) to financially support the growth and development of tertiary institutions in Nigeria so as to aids the growth and development of educational system in Nigeria.
- b) The parents, community members, philanthropists and non-governmental organizations should contribute to the growth and development of educational system in Nigeria by contributing their quotas to educational growths.
- c) The academic staff of the school should be encouraged to convey lectures through the use of ICT gadgets to the student. The students must be compelled to submit assignment and checking of result on the internets to improve and increase their interest in the use of ICT gadgets.
- d) Academic staff must be willing to undergo thorough training on ICT in order to be in line with modern ICT to match the world educational standards.
- e) The management of institutions of learning should also provide adequate ICT equipment and also maintain this equipment for future use.

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