

UTILIZATION OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) AS INSTRUCTIONAL MEDIA FOR INFORMATION SERVICE DELIVERY BY LECTURERS OF IGBINEDIEN UNIVERSITY OKADA, NIGERIA.

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Abstract

The study assessed the utilization of Information and Communication Technology (ICT) as instructional media for information service delivery in Igbinedion University Okada. The purpose of the study was to know the available instructional media and methods used in the College of Arts, Igbinedion University Okada. The study adopted survey research method. The researchers used questionnaire as the instrument to collect data from 50 students in Accounting, Business Administration and Economics. The study discovered that the most common methods the lecturers used for teaching were lecture, on-line, and group discussion methods in the College; the ICT facilities available in the College were computers/ Laptops and Internet connectivity; the students in the College used the available ICT facilities occasionally; and the challenges encountered include inadequate facilities, poor network connectivity and inadequate funding, lack of awareness and lack of users' skills. The study concluded that the methods used in teaching the students with instructional media and ICT facilities available for teaching and learning are well utilized by the lecturers and students. The study recommends among others that group discussion and on-line methods of teaching the students and the adoption of the lecture method; and provision of e-library where electronic resources can be accessed and other social media platforms for the benefit of students and staff.

Keywords: *Utilization, Information and Communication Technology, Instructional Media, Information, Service Delivery.*

Introduction

Information and Communication Technology (ICT) have become the wave of the moment in global socio-economic affairs. It has become so important that every country, organization or institution no matter how highly or lowly placed wants to identify and embrace it. ICT is knowledge-driven and information age has taken the center stage in virtually everything. Utilization of ICT facilities is therefore a sine qua non for qualitative instructional service delivery in universities (Imogie, 2001). ICT as computer-based tools used by people to work with the information and communication processing needs of an organization. It encompasses the computer hardware and software, the network and several

other devices (video, audio, photography camera, etc.) that convert information (text), images, sound motion and so on into common digital form. ICT has a wider spectrum of applications with enormous relevance to universities activities. ICT utilization is, the environment (e-learning) or systems offering an integrated range of tools (stand-alone computer instruction, CD ROM amongst others) to support learning and communication (Yusuf, 2005). Instructional service delivery has to do with lecturing/studying activities that take place in the lecture theatre. Therefore, quality of instructional service delivery entails the extent of effectiveness to which lecturers carry their theatre lecturing/studying process. Modern education is characterized by a lot of problems which have necessitated the use of innovative lecturing-learning system. By innovative lecturing and learning, it is an organized combination and utilization of people, materials, facilities, equipment and procedures which interact to achieve the desired instructional goals and objectives. Instructional media is the same thing as educational media which means the media born of the communication revolution which can be used for instructional purposes alongside the lecturer, study books and the lecture theatre (Imogie, 2001).

According to Hardin (2009), visuals are basic elements in visualization which itself is a mental act and an integral part of the instructional process. It has been recognized that we imagine, dream, explore, organize our thoughts, make value judgments and dissolve problems by visualizing. Education have long organized that the individual learns through multisensory experiences. The multimedia package incorporates several different media and organizes them into living experiences designed to achieve a specific set of objectives. All elements if the packages are designed to reinforce one another as the students move towards the objective.

Statement of the Problem

In recent times, the integration of information and communication technologies (ICTs) in university teaching and particularly in lectures has been a topic of much debate. Clayton (2015) stressed that ICT has impacted on the quality and quantity of lecturing, learning, and research in traditional and distance education institutions around the world. In concrete terms, ICT literacy has enhanced lecturing and learning through its dynamic interactive and engaging content; and has provided real opportunities for individualized instruction (He8inich, 2012). Therefore, it is reasonable that we should expect educational technology to be developed with similar objectives. That is educational technology should influence educational outcomes and cost, because if a lecturer selects the most appropriate educational technology, students' learning can be optimized, thereby increasing the value of the learning outcomes. To this end, this study intended to pursue this line of thinking. It has been discovered in recent years that ICT is being canvassed by several people as being effective in improving teaching and learning but the utilization of instructional media by lecturers for information service delivery are minimal and facilities are few. This may likely affect the extend students used the available ICT. Therefore, this study aims to assess the level of utilization of information and communication technology (ICT) as instructional media for information service delivery among lecturers of Igbinedien University Okada, Nigeria.

Literature Review

Information and communication technologies facilities used in the teaching/learning process

ICT is a broader term that have other educational related terms such as instructional media system packages, messages, material, lecturing methods etc. In essence, the use of the work instructional as relative and may mean any organized way of accomplishing certain goals, and although some may argue otherwise, to splits hairs over these terms adds nothing to the process of learning to be a lecturer. Furthermore, Heinich (2012) summarized lecture and curriculum planners as “models of lecturing, which incorporate major types of educational effectiveness in realizing outcome such as potential development, social interaction, basic skills, and scientific method and so on. Similarly, he added that the purpose of an ICT is to provide the necessary means for achieving all the types of outcomes called for in the curriculum.

Instructional Media Used in the College of Art, Igbinedion University Okada

Instructional media are multimedia that can be described as the woven combinations of text, graphic art, sound animation, slides, and elements etc., delivered to audience by company or other electronic means if richly presented. It is a sensation that makes learning experience more concrete, dynamics and realistic. When you weave together the sensual elements of multimedia dazzling pictures and animations, engaging sounds, compelling video clips, and raw textual information you can electrify the thoughts and action centers of people mind furthermore, when you give them interactive control of the process, they can be enhanced, multimedia excites eyes, ears, fingertips and most importantly, the head, (Vaughan 2001). Multimedia in librarianship cover “collections or materials that include kits, artifacts, audio video and our computer readable materials. Traditional, multimedia has been as learning support materials thus, a lecture might be illustrated with slides, while the still projection materials have attention focusing values. Shodeinde, (2011) notes that the multimedia packages incorporated several different media and organizes them into living experiences designed to achieve a specific set of objectives. Additionally, he revealed that all the elements of the packages are designed to reinforce one another as the student moves towards the objectives. Multimedia materials are chosen depending on the users demand whether for recreation, study or lecturing. Brown, (2017) noted that, “creative use of a variety of media will increase the probability that students will learn more, retail better what they learn and improve their performance of the skills they are expected to develop.

Different methods the lecturers used in teaching in universities

Lecturing is the act of impacting knowledge and or skills with the view of making somebody to know or be able to do something through instructions and training (Flame and Levie, 2017). He also added that it is a complex activity, which unites together processes such as instructing and training by the overall intention of getting the students to acquire knowledge, skills and modes of conduct. Lecturing is the passing of facts, ideas and part of you to other, the communication of factual and interpretive knowledge between lecturer and student. He further stressed that “lecturing” is the skill of impacting knowledge to students in a manner likely to stimulate their interest and retention. Clayton, (2015) reported that lecturing” certainly implies much more than serving as resources as once pointed out, that, lecturing is the process whereby individual enable another to learn something (solve problem) more quickly than he would on the basis of his trial-and-error behaviour. He further stated that the active intervention of another person, a lecturer, is needed for verbalization and limitation

which are shortcuts to the grouping of trial and error learning. In the same vein, Clayton (2015) further acknowledged that lecturing involves having the ability to lead the students to develop a desire to learn, being able to know where to turn for concrete information and how to communicate and acting as a catalyst in developing ideas. However, lecturing method is action to enhance the people who are learners in the sense that our educational system depends upon lecture to help individual achieve their full potentials.

In the same context, Eisner (2019) argues that teaching is not an art, instead, there are at least four sense in which lecturing can be considered an art. He observed that it is an art in the sense that lecturing can be performed with such skill grace that, for the student as well as for the lecturer in which or whereby the experience can be justifiably characterized as aesthetic On-line lecture where the lecturers used on- line platforms to lecture the students by using social media platforms such as WhatsApp, Tweetle, Google class, Zoom. Meet, p-interest and many others (Esievo, 2021). This method prevents distance barriers in teaching, studying and enable the lectures and students to achieve the educational objectives. Also, enable the students to graduate at stipulated time of their academic year without wasting their time and efforts. Group discussion method makes it easier for students to understand the lesson more easily because the students discusses the topic among themselves in the classroom where the lecturer guide them correctly but experimental method of teaching, students are independently on their own, only with little assistance by the lecturer because it is believe that it's what was taught in theory that are now practicalized and less effort from the lecturers unlike lecturing method where the lecturer put more effort in lecturing. Experimental method of teaching students put more efforts in learning.

Challenges of Using Instructional Media for Service Delivery

The awareness of ICT started gathering momentum in universities in Akwa Ibom and Cross River States in 2004 when University of Calabar entered into a partnership with Socket Works to process students' records in the aspects of registration and school charges. Thereafter, other universities followed suit and since then, the evolution of ICT has grown in leaps and bounds. To encourage this development, National Universities Commission (NUC), the government agency responsible for registering and regulating universities have prescribed personal computer ownership as follows: 1 PC to 2 lecturers below the rank of Lecturer I, 1 PC per lecturer I/senior lecturer, and 1 notebook per professor/reader. This is yet to be implemented in the universities under study.

The computer (ICT) has already invaded and dominated universities in the development world, while in Nigeria it has been painfully slow. Akin to this is the reports that no real effort has been made in ICT development both at the individual and corporate levels, and that most universities still process results manually. More so, most lecturers are yet to acquire the requisite ICT skills, and where opportunities exist for them to do so, they shun them because of the phobia they have developed over the ICT. Perhaps, this explains why Okogie (2008) the NUC Executive Secretary declared that most university lecturers are incompetent. One may add that incompetent University lecturers can only produce incompetent graduates. Lecturers can only pass on skills and ideas to their students if they themselves are masters of their trade. The quality of lecturers' instructional service delivery cannot be divorced from their utilization of ICT in our universities, which Aginam (2006) put at less than 5 percent. According to him, most Nigerian university have little or no infrastructure for cyber centers, computer equipped lecture theatre or high speedy internet

and do not even have the funds to implement such infrastructures on their own. In addition to these are the problems of no regular power supply, lack of requisite telecommunications infrastructure, and low level of internet connectivity amongst others. Worse still, Nigeria has no specific policy for ICT in education. It was in February 2007 that the Federal Ministry of Education created its ICT department (WikiEducator, 2007). All these are act to play down the utilization of ICT in instructional service delivery of lecturers. However, there is a ray of hope with the Federal Government introduction of Universal Mandatory Information Technology Training (UMITT) which is being embraced by universities. The development in ICT in the last two years show that lecturers have access to a wide variety of ICT in the last facilities, materials and texts to improve their content knowledge and instructional pedagogy. It is yet to be seen the extent this development has impacted on the quality of lecturers' instructional service delivery.

Research Methodology

The research method adopted for this study is the case study method. A case study is an intensive study geared towards a thorough understanding of a given social unit. The social unit may be an individual, a group of individuals, a community or an institution. A case study is an in-depth study of either one individual or a small number of individual or of an organization. The population comprises the students of the departments under College of Arts, Igbinedion University, Okada.

The target population for the study is one hundred (100) students in the four departments under College of Arts, Igbinedion University, Okada. The departments are: Accounting, Business Administration, Banking and Finance and Economics. A random sampling technique was used to select fifty (50) students from the four departments. The choice of these techniques was that it gives equal representation of the entire population. The instruments used by the researcher to collect data is questionnaire. A total of fifty (50) questionnaire were distributed on readily available respondents using convenient sampling technique. The researcher with the aid of research assistants distributed and collected back the questionnaire from the respondents which were analyzed using percentages and descriptive statistics. Results presented in Tables.

Results

Table 1: What are the available ICT Facilities available in the College of Arts, Igbinedion University, Okada

Available ICT Facilities	Frequency (F)	(%)
Internet connectivity	10	20%
Satellite	6	12%
E-library	2	4%
Computers/Laptop	20	40%

Reuters	3	6%
Scanner	2	4%
CD-ROMs	1	2%
E-mails	4	8%
Digital Television	2	4%
Total	50	100%

Table 1 reveals that computers/laptop are the most available ICT facilities with 20(36.4%), while internet connectivity is 10 (20%) response rate is the most ICT facilities in the department while satellite 6(12%), E-mails 4(8%), Reuters 3(6%), E-library 2 (4%), Scanner 2(4%), Digital television 2(4%), and CD ROMs 1(2%). This shows that computers/laptop is mostly effective facilities available and familiar with by the students, followed by internet connectivity with 10 (20%).

Table 2: How frequent do the students used the available ICTs in College of Art, Igbinedion University, Okada.

No. of Response	Frequency(F)	Percentage (%)
Daily	8	16%
Occasionally	17	34%
Often	10	20%
Rarely	15	30%
Total	50	100%

Table 2 reveals that 17 (34%) of the lecturers occasionally use the available ICT facilities in their teaching. This is due to the satisfaction derived when using them or for their research and academic purpose while 15 (30%) rarely used the ICTs, 10(20%) often use it while 8 (16%) of the lecturers use ICT facilities daily.

Table 3: What are the available Instructional Media Used in the College of Arts, Igbinedion University Okada.

Available Institutional Media	Frequency (f)	Percentage (%)
Computer/ Laptops	24	48%
Projector	8	16%
Slide	2	4%
phone	6	12%
E-mails	4	8%
CD ROMs	4	8%
Microphone	2	4%
Total	50	100%

Table 3 analysis above shows that computer/laptop is the most common institutional media with 24 (48%) respondent rates while projector rank 8(16%), phone 6(12%), email 4(8%), CD ROMs recorded 4(8%), slide2(4%) and Microphone 2(4%). These are the institutional media used in teaching by various lecturers in the Department of Accounting, Business Administration, Banking and Finance, and Economics of the college of Arts, Igbinedion University, Okada due to its enormous important to supporting academic work.

Table 4: Methods lecturers used in teaching the students in the College of Arts, Igbinedion University, Okada

Methods Lecturer used in Teaching	Frequency(f)	Percentage (%)
Lecturing method	20	40%
On-line method	15	30%
Group Discussion Method	13	26%

Experimental Method	7	14%
Total	50	100%

Table 4 above reveals that 20 (40%) of the students' performance are excellence base on the instructional lecturing method used by some of the lecturer of the departments while 15 (30%) opine that the use of instructional media methods create a very good image on the learning of their course, 13(26%) favored Group Discussion method, and experimental method (7:14%). The results show that lecturing method, online method, and Group Discussion Method are most favorably used by the lecturers.

Table 5: Challenges of using instructional media service delivery

Challenges	Frequency (f)	Percentage (%)
Inadequate facilities	16	32%
Poor network connectivity	15	30%
Lack of awareness	6	12%
Lack of user skills	3	6%
Inadequate funding	10	20%
Total	50	100%

Table 5 reveals some the challenges faced when using the multimedia instructional service delivery system 16(32%) response shows that inadequate facilitates affect proper utilization of these system while 15 (30%) posit poor network connectivity affect their usage, 6(12%) of the respondents are not aware of the availability of these facilities while 3(6%) of the students lack the skills to use these facilities which is a major challenge to the students and 10(20%) only want the institution to fund the sector or department to be able to build and provide effective service delivery system to its team of students and staff of the department of accounting, Business Administration, Banking and Finance and Economics this will go a long way in ensuring students learning is most effective.

Discussion of findings

Information and communication technology facilities available

Results in Table 1 shows that the ICT facilities available at the College of Arts, Igbiniedion University, Okada were computers/ laptops, internet connectivity, satellites, E-mails, Reuters, E-mails, E- library, scanners, CD-ROMs, and Digital Televisions. This can be

attributed to the fact that today in the departments under study which is Accounting, Business Administration, Banking and Finance and Economics, almost all the classrooms are connected with internet wireless and students can access these facilities through their phones, laptops/computer and other handheld devices. ICT facilities available are to help students achieve a desirable change in performance. In other words, are the various means of conveying information or knowledge for educational purposes. Nkom, (2012) sees instruction as a system of events that affect students in such a way that learning is facilitated. Flaming and Levie (2017) recognized instructional message design refers to the process of manipulating, or planning for the manipulation of a pattern of signs and symbols that may provide the effective condition of learning.

Students frequent use of the available information and communication technology (ICT)

Findings on the extent the students used available ICT facilities revealed that the available ICT facilities were used most occasionally, and some facilities rarely. The lack of frequent use of ICT could sometimes be attributed to some factors such as poor facilities, poor service delivery system or inadequate facilities to accommodate their research work or programs. The principal contribution of university to society turns out on the quality of knowledge it generates and impacts, the habits of critical thought and problem-solving, it institutionalizes and inculcates in its graduates, and the values of openness and democratic governance it promotes and demonstrates. The easiest way to ascertain these contributions is the caliber and commitment of lecturers to continuous improvement in lecturing, research and community interactions; the range and quality of the curriculum and pedagogy; the quality and extent of educational facilities; commitment to evaluation and review of the activities must seek continuous improvements. According to Hardin (2006), quality is judgments which determine the extent of preparation and efficiency of lectures, adequacy and accessibility of materials and facilities needed for effective lecturing and learning, and how the teachers can cope with the challenges ahead of their job.

Instructional Media Used in the College of Art, Igbinedion University Okada

From the data analyzed in Table 3, it was found that there exist the following Instructional media used in the College of Arts, Igbinedion University, Okada, they are: computer/laptops, projector, phone, E-mails, and CD-ROMs, while slide and microphone were rarely used instructional media. With multimedia, concepts are easily comprehended. Brown (2017) stated that the preponderance of lecture talk in class instruction involves only the learners senses of hearing, which practice could be boring after a while. Therefore, the utilization of instructional material/facilities on the other hands, calls into play the senses of sight and touching additionally. He further revealed that, the more the number of senses involved instructional process, the more enduring the learning that results. The multimedia materials have for long been very valuable library collection because of the immense potential benefits derivable from them by library users. However, expectedly, varieties of multimedia materials/resources used by lecturers, facilitate the retention of the learned content and helps the lecture to conserve energy by limiting the use of spoken words, hence it is often said that a picture is worth a thousand words (Brown 2017). In another development, a multimedia kit is a collection of lecturing and learning material involving more than one type of medium and organized around a single topic, (Heinie, 2012). And modern learning system involves basic innovations in both contents (materials) and methodology, especially

through audio-visual instruction which is essentially “that field of human express that employs visual and auditory aids to learning, including motion pictures, television, sound and silent filmstrips, slides sets, recordings transparencies, projections, opaque pictures and a variety of graphic arts” AECT, (1979).

Methods the lecturers used in teaching at College of Arts, Igbinedion University, Okada.

The study found that the methods used in teaching the students in College of Arts, Igbinedion University, Okada are lecturing method, On-line method, and Group discussion method mostly. This is attributed to the method of lecturing undertaken by some lecturers of the Department. On the whole students testify improvement on the method of lecturing used by the lecturers in other for the students to perform well in their academic work. Miller (2017) opine that lecturing at any level requires that the students should be exposed to some forms of stimulation; learning cannot take place in vacuum. The instructor must be able to produce stimuli having enough strength and definition to get through to the student. The student must notice something in a large theatre or must be able to hear and if there is something to see, they must be able to see it. He further states that the use of modern technology can control the size of the visual image and the amplitude of the sound or control the rate of apparent motion or show in accessible things or those that are remote in space or time.

Challenges of Using Instructional Media for Service Delivery

The results in Table 5 shows that challenges existing in the use of Instructional Media service delivery are inadequate facilities, poor network connectivity, Inadequate funding, lack of awareness and lack of user skills. The utilization of ICT in instructional service delivery among lecturers in Nigerian universities has been more of a department affair, rather than institutional, and these Departments are in sciences, medical and computer sciences where the synergy between research and lecturing is strongest, and the essential infrastructure for course development and delivery were most accessible. Even at that, what was obtainable was the lowest aspects of ICT such as print, audio/video tapes and digital radios (World Bank, 2002).

Conclusion

Based on the findings, the study concluded that instructional media exist in the College of Arts in Igbinedion University, Okada and the use of media facilities in teaching and learning has positive influence on the learning ability of the students, which in turn improved the skills of the lecturers as well. From the results, it is evident that these facilities are not within the reach of students because of their inadequacy. To this end, it is necessary for the College and the University under study to provide more of such facilities, in addition to creating a more conducive environment for learning. Instructional media really improved teaching and learning because its media make learning real. Students see theories being practicalized. This creates a memory of remembrance in the learners.

Recommendations

In line with the findings of the study, the following recommendations are proffered for improvement:

1. Lecturers should adopt the use of lecturing method that picture the students, during lecturing session and be allowed to freely contribute and manipulate the available

multimedia devices. Also, there is need to add group discussion, students learn and understand easily and quickly among their classmates. Also, on-line teaching will broaden their knowledge.

2. The Management of the College of Arts, Igbinedion University, should provide more instructional multimedia facilities that will enhance teaching and learning by students and lecturers.
3. Each of the departments should have an e-library where electronic resources can easily be accessed by both students and staff for academic purposes.
4. The existing facilities are in poor condition, hence proper maintenance is needed for effective teaching and learning. Also, more ICT facilities, equipment, and reliable Internet need to be provided. There should be proper supervision, monitoring, assessment, and evaluation of the facilities/equipment provided for use.
5. There should be adequate funds and steady power supply, in addition to regular workshops, capacity building, and employment of competent ICT staff.

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