

IMPACT OF INFORMATION AND COMMUNICATION TECHNOLOGY ON MANAGEMENT OF UNIVERSITY EDUCATION IN SOUTH WEST NIGERA

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ABSTRACT

This paper examined the impact ICT on management of university Education in south west Nigeria. It adopted descriptive survey type. The population of the study consisted of 350 academic staff holding administrative positions in the 10 public universities in the Southwest Nigeria out of which 210 samples were drawn through purposive, proportional and simple random sampling techniques. The instrument used was questionnaire tagged: ICT and Management of University Education Questionnaire (ICTMUEQ). Three general questions were raised and analyzed descriptively. Two hypotheses were formulated and tested using Pearson Product Correlation Co-efficient. The findings revealed that ICT were used in the management of University Education system, there were problems confronting University Education through the use of ICT and there was significant difference in the utilization of ICT between the Federal and State Universities. Therefore, efforts should be made to foster the availability of ICT facilities in all Nigerian Universities and other tertiary institutions in the country.

Keywords: Management of university education, ICT, South west Nigeria

INTRODUCTION

The need to identify what it entails in improving the University education is a must. This is as a result of the rate of which the educational system all over the world is becoming an exceeding complex enterprise. University is regarded as the for most viable fountain of knowledge where people strive to increase the bound research dissemination of knowledge and the pursuit of service to the country (FGN 1981; Akpota 1999). University is a place where knowledge is generated, transmitted and applied in solving society socio-economic, cultural and geo-political problems. The management quality of any educational institution, university in particular is observed to determine the quality of outputs.

It is no doubt that there is an increasing demand on modern educational institutions for good results in terms of the functionality of the type of education being given. Based on this, there is need for improving on management of university education. Okunrotifa (1982) argued that the state of negligence has generated crises, threatening the very foundation of the university system. Akpota (1999) also argued that the Nigeria university system has been in a high state of anxiety and frequent crisis of different types and intensity. There are crises of internal governance and control crises of condition of service and industrial, unrest crisis of brain drain and staff turnover.

It is observed that these above problems existed as a result of poor management of most of our universities. This affects the quality (though increasing in quality) of the school system to the point of affecting the outputs. Many seem to share common concerns and challenges imposed by uncertainly information chaos (Faloye and Opara 2000). Lawsent and Vincent-Loncrin (1995) supported Foray (2004) that knowledge, innovation and information and communication sectors. This serves as signal to us that education should not be left out rather it should be employed in the management of this apex citadel of learning. This is because education is a prerequisite to the knowledge based economy which requires more life long educated population and workforce. Omirin (2007) argued that the need for an effective ICT in these and these and other areas is the university system now and in the future. This is so because the university system does not operate in a vacuum. It must plan and decide on its operations in relation to both the internal and external environments towards goal attainment. Due to the multi-divisional goals of the Nigerian Universities, Abe and Adu (2007) agued that the organizational structural requirement and information requirement are inextricably linked which characterized by the capacity for processing information. To many designers of ICT, school managers do not have relevant information at their disposal. At variance to this, Adedapo (2007) agued that school managers need more because of the roles to be played by a computerized MIS in solving school problems.

As revealed by Adedapo(2007), administration in Nigeria's education sector (university in particular) is bedeviled with series of problems among which are management that leaves much to be desired deficiencies in educational monitoring and evaluation procedures and inadequate access at all levels. It is therefore observed that using ICT will promote issues on student affairs administration like designing admission forms, which are properly labeled and number for accountability purpose. In addition, examination questions are prepared on the computers password and printed by the administrator himself which will prevent leakage. Registrations are done on the offices at the same time reduce stress. It is also observed that monitoring and evaluation of staff, physical plant planning, curriculum development, financial management and information dissemination will increase the efficiency of the universities if ICT are adequately and properly used. This is expected to go a long way to avoid misinterpretation and ignorance on the part of the stakeholders.

In most countries (Nigeria inclusive) the question is on longer whether or not tertiary education institutions should invest in ICT (OECD, 2005). Because of the competition between institutions and student demand for easy access to courseware material and flexible learning environments, most tertiary education institutions willing to deliver quality teaching are bound to invest in e-learning. As we have seen, the large majority of institutions are now embracing e-learning adoption cycles one and two, which are basically about providing the students with better access to learning and course material and facilitating the electronic communication between students and teachers, again, only very few institutions and faculties are however systematically exploring and producing re-usable learning material and

objects (third cycle) or have taken full advantage of new ICTs with focus on active learning the combines face-to-face, virtual, synchronous, and asynchronous interaction and learning in novel ways (fourth cycle). The Letter approach would require faculty and students to adopt new roles-with each other and with the technology and support staff.

While ICTs offer powerful new instruments for innovation, universities are generally decentralized where individual faculty often has the sole responsibility for teaching courses and delivering course materials. Adoption of the third and especially the fourth e-learning cycle would imply changing to more collaborative ways of organizing and producing teaching material. Faculty members would in many cases have to collaborate with a whole range of new staff as e.g. course managers, web designers, instructional/pedagogical designers, cognitive scientist etc. To produce course materials, this could lead to resistance from "traditional" faculty arguing that current teaching practices have proved its value for centuries and there is no need to change them to new pedagogical and teaching methods, which have hardly proven their efficiency yet. Moreover, promotion of faculty and funding allocations in universities are often linked to research activities rather than teaching activities, often seen as less prestigious. Faculty members have therefore often relatively few incentives to invest their time in ICT activities.

On the note, this paper is prepared to focus on the impact of ICT on management of universities in South West Nigeria. It is observed that educational sector is characterized with slow progress in terms of innovation development which affect the management of university education in Nigeria,. Some universities only have interest in the use of ICT because in order to increase their internally Generally Revenue (IGR) service, some fail as a result of inability to secure in handling ICTs violated equipment. In addition, some higher institutions using ICTs are faced with a lot a problems. Based on these problems, some research questions are raised.

- i Is there any significant relationship between the availability and utilization of ICT in South West of Nigeria public universities.
- ii Is there any significant difference between the utilization of ICT federal and state universities in South west Nigeria?

To guide this study, the following hypotheses were formulated.

- Ho₁:** There is no significant relationship between the availability and utilization of ICT in South West of Nigeria public universities.
- Ho₂:** There is no significant difference between the utilization of ICT between the federal and state universities in Southwest Nigeria.

METHODOLOGY

The design of this study is a descriptive survey research. As a descriptive survey, the research is concerned with describing existing phenomena in order to highlight their relevance to given situations. The population of this study consisted of 350 academic staff holding administrative positions and the 260 senior administrative officers in the 10 public universities existing in the Southwest Nigeria

out of which 210 were drawn from 6 universities (3 state universities and 3 federal universities) in the Southwest Nigeria. The instrument was the questionnaire tagged ICT and management of university Education questionnaire (ICTMUEQ) was to collect data from the subjects. The data collected were analyzed using frequency counts and simple percentage while the two hypotheses were analyzed using Pearson Product Correlation Co-efficient and tested at 0.05 level of significant.

RESULTS AND DISCUSSION

Table 1: Extent of the used of ICT in the management of the universities,

Variables	Always		Accessional		Undecided	
	No	%	No	%	No	%
Admission of Students	342	76.00	108	24.00	0	0
Registration of Students	310	69.00	92	20.44	48	10.66
Staff recruitment	284	63.11	84	18.67	82	19.22
Dissemination of information	290	64.44	107	13.77	53	11.78
Used of seminal presentation	244	54.22	127	27.11	84	18.07
Overhead Projector for teaching	31	6.89	177	17.11	342	76.00
Used of security Purpose	79	17.56	89	7.7	282	62.67
Compilation of Results	412	91.16	31	6.89	07	1.56
Used of power point	48	10.67	57	12.67	345	76.67
Mean	213	47	103	22.89	134	29.78
Total	47.33					

Source: Survey 2010

From the results shown on the table 1 above, 91.16% attracted highest resource that ICT was used for computation of result, also admission and registration of students, staff recruitment attracted above 60% respondents that ICT were used always. But there was no low responses for the use of power head project for teaching, the use of power point, called for meeting have indicated that the responses showed that they were used.

Table 2: ICT Problems in the universities

Variables	Always		Accessional		Undecided	
	No	%	No	%	No	%
Poor Power supply	336	74.67	83	33.11	31	6.89
Poor support by government	146	84.66	139	30.09	65	14.44
Inadequate finding of the ICT	396	85.78	47	10.44	17	3.78
Lack of interest by the student	215	47.78	142	31.56	93	20.68
Poor Communication Network	232	51.56	136	30.22	82	18.22
Lack of security for the facilities	193	42.89	186	41.33	71	15.78
Inadequate Personnel for ICT	316	70.22	73	16.22	61	13.56
Inadequate soft ware	93	20.67	241	58.56	116	25.78
Virus Problem	308	68.44	68	15.11	74	16.44
Problems in correcting errors	318	70.67	78	17.33	54	12.00
Mean	264	58.69	119	26.44	67	14.89

Source: Survey 2010

As indicated on the table 2 above that majority of the respondents opined that there was poor power supply. Poor government support which led to inadequate

funding of ICT and virus attack amidst other were also revealed to be some of the problems faced by the universities using Information and Management System (IMS).

Table 3: Availability of ICT in the Southwest Nigeria.

ICT Items	Always		Accessional	
	No	%	No	%
Computer	437	97.11	2.89	
Internet	378	84	16	
Overhead projector	74	15.44	83.56	
Fax	38	8.44	412	9156
Telephone	428	95.11	22	4.89
Intercom	410	91.11	40	8.89
Average	294.17	65.37	155.83	34.63

Source: Survey 2010

As indicated on table 3 above, most of the MIS facilities were available universities under study. However, some such as overhead projector, fax and telex machines were said not to be available.

Table 4: Correlation coefficient of availability and utilization of ICT in the Management

Universities	n	X	SD	d.f	r-cal	r-tab	Result
Availability of ICTs	450	2.67	6.26	898	0.263	0.195	Significant
Utilization of ICT	450	3.07	6.52				

Source: Survey 2010. P<0.05

Table 4 above shows that the calculated value is greater then the table value at 0.05 level of significance. Hence the hypothesis is rejected. Therefore, there was a significant relationship between availability of ICT and utilization of ICT in the Southwest Nigeria.

Table 5: Test summary of utilization of ICT in Federal and State Universities

Group	n	x	SD	d.f	t.cal	t.tab
Federal Universities	168	2.81	2.18	448	3.45	1.96
State Universities	282	3.04	2.75			

Source: Survey 2010. P<0.05

From the table above, the result of the calculated value was found to be greater than the t-table value at 0.05 level of significant. This shows that the hypothesis that there was no significant difference between the utilization of ICT in the Federal and State Universities. Therefore, there was no significant difference between the utilization of ICT in the management of Federal and State Universities. The result of the descriptive analysis revealed that ICT are used in the management of the universities. This might be as a result of its relevant in the school system as agreed by Sambo (1992) and Omirin (2006) that relevant information in that which increase knowledge, reduces uncertainty and it unable for the intended purpose. Abe and Adu (2007) also summarized the characteristics of good information as relevant for its purpose sufficiently accurate for its purpose completely enough for the problem.

Also revealed was that the universities always faced with a lot of problems when using ICT. This is in line with the view of Kolado Ojo and Omodara (2007) that there was no clear of direction on teacher training on ICTs in the National policy on Information Technology (NPIT). Lack of competency by the lecturers and administrative staff in patronizing the ICT facilities in extorting price of the items and epileptic supply of electricity in Nigeria. On the availability of ICT facilities it was indicated that ICT facilities were available in most of the universities. This disagreed with report of Ekwere (1990), Alabi (1997), ogiebaren and Iyanu (2005) that ICT related facilities were not available in most of the education institutions in Nigeria.

As shown in result of the hypothesis are that there was significant relationship between the availability of ICT and their utilization in the universities would go more along with the advancements in technology as supported by Aribamikan (2007) that the solid achievements many industrialized nations have been attributed to technology and most of the developing country (including Nigeria) can not do away with the use of Information and Communication Technology (ICT). The result also shows that there was significant difference in the utilization of ICT between the Federal and the State Universities. In contrary to Omirin (2007) that state Universities have the higher means than the federal universities which indicated that state universities make more of ICT related facilities in the management of its institutions. This could be as a result of competitions in the educational institutions. Observation also shows that most of the state universities engage in ICT like internet services to increase their internally Generated Revenue (ICT).

CONCLUDING REMARKS

From the Findings, it is concluded that Information Communication and Technology is used in the management of Universities in Nigeria. There are a lot of problems confronting the universities through the use of ICT, ranging from poor power supply to lack of competent by the academic and non-academic staff of the universities. The ICT facilities are available in the universities. There was significant relationship between the availability of ICT and utilization of ICT in Universities in Southwest Nigeria. There was significant difference in the utilization of ICT between federal and state universities.

Based on the above, competent and experience ICT personnel should be employed in the universities for effective management of the institutions' information and communication technology system. Efforts should be made to foster the availability of ICT facilities in all Nigerian Universities and other tertiary institutions in the country. Finally, adequate security should be made available for the ICT facilities.

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