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Assessment of Institutional Provision of Ict for Effective Learning in Institutions: A Study of Ict Development in Nnamdi Azikiwe University, Awka, Nigeria

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Abstract: Information Communication Technology has been at the fulcrum of National policies, debates and actions on ICT service delivery in institutions. Despite the fact that NUC has adopted National policies geared towards making learning in higher institutions ICT based, many institutions seem not to reach the expected NUC benchmark.. The students ICT awareness have increased and so they are in a better position to assess the adequacy of provision of ICT facilities for their growth and development. The main purpose of the study is to assess the extent of provision of ICT facilities. The overall objectives are to obtain data based information on adequacy of ICT provision. All the students who attended Afri-Hub ICT training formed the population. Using purposive technique, eighty students from eight departments within Faculty of Education were selected .Three research questions were designed to elicit information from the students. Simple statistical analysis was used to analyze the data. Based on the findings, recommendations were made.

Keywords: ICT; Assessment; Institution; Effective learning.

1. Introduction

Within the first three years of arrival of Afri Hub, the Nnamdi Azikiwe University directed efforts in making the University a centre of development community by providing ICT centre. Several experts and representatives were drawn to provide ICT centre for motivation and creation of ICT awareness. From the analysis of what NUC are doing during accreditation, today, there is the need to ensure adequate ICT facilities for Faculties / Departments in the Universities . What are the determinants of human capital development and are these determinants related to University financial capacity? Are the students satisfied with institutional ICT provision for faculties/department? These questions have been of enduring interest to virtually all the Universities. Nnamdi Azikiwe University saw that formation of human capital is of fundamental importance transformational for development. The University saw that human capital provides economic gains which can provide insight in answering many questions relating to importance of providing adequate ICT facilities not only as a source of human capital development but as a strong base for employment. The focus of Afri-Hub at the time of arrival was education, development and business. Its arrival within the University was celebrated with lots of exhibitions and demonstrations. Within the first two years, the University organized an ICT Summit in the University campus in collaboration with Zinox . At the end of the Summit each academic staff was empowered with a Laptop paid for at installmental basis . The aim of the ICT provision was to empower the academic staff with the provision of ICT facility, through ownership of Laptop. The organized ICT summit resulted to a range of commitments, interests which has led to ICT development among the academic staff today.

In 2005, several activities were organized by the University to address issues such as social, media, social transformation, innovation on digital divide and inclusion, ICT as an employment mechanism and security in cyberspace. Other issues addressed were ICT accessories, ICT facilities, improving broad based infrastructure. The progress made in 2005 spread to town and gown as the University engaged in intensified Career activities for the young school children which revolved around ICT centre Afri-Hub . Many school children took tours of the University to get first hand information on ICT. These efforts were to provide the school children the opportunity to develop ICT interest. What Nwokolo *et al.* (2011) described as counselling efficiency in the University education. In 2006, the University further organized ICT training for all categories of staff in the University to:

- Provide University staff with an opportunity to participate in practical ICT development at the University level
- Foster exchange of information ideas and experiences for successful initiatives and good practices.

Those who benefited from such ICT training include:

- University administrators
- Teaching staff
- Research staff
- Students group
- Other people interested in ICT

In 2007, the University included ICT into the University curriculum and made it compulsory for all final year students though without credit load. The final year students of the University must pass ICT training before graduating from the University as a pivot for human capital development. The efforts of the University to enshrine ICT development community is continuous but the observation of the Afri-Hub ICT centre shows that there is a drop in the centre attraction and visit. It is important to stress that the initial training of the staff was sponsored by the University but after the completion of the training the staff who wanted to gain further knowledge on ICT had to pay. Within the period 2008 till date Nnamdi Azikiwe University had gone ahead to provide more internet facilities that are free to access, hence those who would have been patronizing the Afri-Hub ICT centre no longer do so as they now have free access to internets (Eze and Nnajafor, 2011).

However, majority of the staff are enjoying free internet facilities (Unachukwu, 2011). The problem is, Are the ICT facilities that provide opportunities for the students to acquire ICT literacy skills available in Faculties/Department s?. According to Bruner (1991); (Bruner, 1996) he stated that knowing is a process and so his work focused on the importance of understanding the structure of a subject being studied. The need for active learning according to him requires provision of ICT facilities at Faculty and departmental level. Bruner's work actually focused on the importance of understanding the structure of a subject being studied. Bruner believes that when learners are presented with perplexing situations, they will want to figure out a solution. This believes is the basis for the emphasis on provision of ICT facilities for the approval of programmes by NUC (Adirika, 2011).

Surprisingly, despite regular emphasis on the importance of ICT provision, most Universities do not provide adequate ICT facilities in their University Faculties/Departments. Our study is first step in this dimension finding out ICT provision at Faculties and Departmental levels. This study focuses on the assessment of institutional provision of ICT for effective learning in institutions. Provision of ICT for various departments is one of the tenets of developmental paradigm in universities today. It is not possible for one to state that ICT provision in Nnamdi Azikiwe is excellent except it is assessed through the students who actually attended the Afri-Hub ICT training and passed. The significance of assessment of ICT provision at the Faculty/Departmental levels are many. In the first instance, it will help the University administrators to have adequate knowledge of existing gaps in the provision of ICT facilities in the University Faculties/Departments, Furthermore, help them to know the extent of their students digital expression., I help them to know the tools and resources needed for efficiency and effectiveness in providing Faculty/ICT needs, help them to adopt policy perspectives that will meet the needs of Faculties /Departments, help them to understand ICT literacy indicators for designing ICT framework for Space/ Accommodation, It might also help them to organize a network of ICT professionals that will design appropriate institutional professional ICT facilities programmes ,help them to provide adequate facilities needed for Education and training on ICT facilities. It will make them to understand the importance of providing ICT facilities needed for the development of ICT proficiency.

Previous studies (Nwokolo *et al.*, 2011) analyzed the relationship between ICT performance and availability of facilities in some selected secondary schools. Such studies indicated that several secondary schools in Anambra state lacked ICT facilities thus poor performance in ICT practices. Other studies by Offia and E Siana (2011) on ICT showed that provision of ICT facilities will enhance the acquisition of ICT skills in young school children. However, no studies showed assessment of ICT provision in the Universities. This study has particular interest in finding out the extent of ICT provision of facilities at faculty /Departments by institution there is the need to assess the provision of ICT facilities for various Faculties /Departments. The task of this study was to conduct a study among the students who attended Afri-Hub ICT training. Based on their responses, adequate recommendations for the development of policy for provision of ICT facilities for Faculties/Departments could be made. For the provision of full potentials of the students, institutions need to provide ICT at Faculty/Departmental levels. Assessment however was to provide necessary evidence based information on the need for provision of ICT facilities at Faculties /Departmental.

2. Method

The study consists of descriptive survey, assessing the institutional provision of ICT for effective learning in Nnamdi Azikiwe University, Awka, Nigeria. The population of the study was made up of all the students who attended Afri-Hub ICT training from the faculty of education in the above institution. From the population a sample of 80 students from the 8 departments within the faculty of education was selected using purposive sampling technique. For effective representation male and female strata were taken care of.

Questionnaire, which was validated by experts, was used to collect data from the students. The researchers adapted a direct approach in the administration of the instrument. By this approach, copies of the instrument were taken to different departments and administered personally with the help of 8 research assistants who were duly oriented. The data collected in respect of the three research questions were analyzed using percentages and mean.

3. Result

Table-1. Means scores of students on provision of ICT equipment for effective learning in the institution.

S/N	Item	Mean	Decision
1.	Desktop/Laptop computer and its accessories.	2.80	Provision
2.	Internet connected computers in offices	3.00	provision
3.	Pocket switching devices in offices & classrooms.	1.50	Non-provision
4.	Fibre optic cables.	2.10	Non-provision
5.	Internet connected computers in classroom	2.10	Non-provision
6.	Digital satellite system in offices	2.70	Provision
7.	Digital satellite system in classroom	1.70	Non-provision
8.	Video phone system in offices & classrooms.	2.10	Non-provision
9.	Multimedia computers in lecture halls & classrooms.	2.40	Non-provision
10.	Teleconferencing devices in lecture halls & classrooms	2.00	Non-provision
11.	Direct broadcast satellite in lecture halls & classrooms	2.30	Non provision
12.	Campus server	3.00	Provision
13.	Printer	2.80	Provision
14.	Standby Generator	3.10	Provision
15.	Power point equipment.	2.90	provision

In table 1, seven items 1,2,5,10,11,12 & 13 obtained mean score of 2.50 and above indicating provision of some ICT equipment while 6 items 3,4,6,7, & 9 items obtained mean score below 2.50 showing non-provision. The analysis result indicates that some ICT equipment listed in table 1 are not provided by the University

Table-2. Percentages of students on Provision of ICT Facilities in their department.

S/N	Item	Percentage	Decision
14.	Voice recognition device	0 %	Disagree
15.	Department virtual libraries	5%	Disagree
16.	Department virtual laboratories	15%	Disagree
17.	Digital library	80%	Agree
18.	Educational Robots	0%	Disagree
19.	Electronic books (e. books)	30%	Disagree
20.	Slide / Flash / CD	70%	Agree
21.	Land and mobile phones	85 %	Agree
22.	Ready made multimedia course ware	25 %	Disagree
23.	Air conditioned classrooms	1 %	Agree
24.	Internet facilities e.g. e-mail, pinging, assignment etc.	0 %	Agree

In table 2 students agree to 3 items – 17,20, & 21 which scored 50 % and above but the others 14,15,16,18,19,22, 23 &24 disagree having below 50%. This analysis indicates that most ICT facilities are not provided in the Department.

Table-3.Means scores of students on provision & use of ICT furniture for effective learning in the institution

S/N	Item	X	Decision
25.	Electronic table for Lecturers	- 1.50	Non provision
26.	Electronic table for Students	- 0.50	Non provision
27.	Chairs attached to each electronic table.	- 1.00	Non provision
28.	Steel cabinet	- 3.00	Provision
29.	Electronic graphic board	- 2.00	Non provision
30.	Electronic independent study carrels	- 2.10	Non provision
31.	Computerized classroom.	- 1.00	Non provision

In table 3 only item 3 obtained mean score of above 2.50 indicating provision and use of ICT furniture while the remaining 6 items showed non- provision and use .This result indicates that ICT furniture are not provided.

4. Discussion

Findings of research showed that the University has not actually provided ICT facilities for Faculties/Departments. Faculties/Departmental based ICT facilities are very critical for global transformation. The case study was able to reveal that the content necessary for effective ICT teaching and learning can be achieved through ICT facilities at faculty and departmental levels. The important issue is that provision of ICT facilities is a

big issue in the sense that it requires funding. In several Universities funding has been identified as one of the militating factors for achieving their desired goals in terms of providing facilities for development of Universities. Although most University administrators are enthusiastic to provide ICT facilities for achieving optimum ICT development fund is a problem. There is great need today to provide ICT facilities at the departmental levels. The country will achieve ICT transformation if Faculties /Departments are provided with ICT facilities. For counsellors it very critical because at the clinical setting, they need to see some good practices and can enter into e-conferencing to deal with problems while group counselling is taking place (Okeke, 2011), (Obikeze and Onyechi, 2011).

Although the University provides the general context for ICT learning, like digital virtual library, each faculty needs ICT facilities for teaching and learning. It is in the classroom setting and through the guidance of the lecturers that most teaching and learning can take place. The classroom setting here is taken to include ICT facilities needed for effective development of student.

5. Recommendations

An analysis of this simple study revealed that the University has not provided the Faculty/Departments with ICT facilities Based on the above findings the following recommendation are made

- The Government in conjunction with the University should furnish the ICT laboratory for the Faculty/Department of Education.
- NGOs and international bodies should organize a network for donation of computers to Education Faculties of Nnamdi Azikiwe University.
- There should be a system of monitoring existing ICT facilities in various faculties for identification of their ICT needs.
- Considering the fact that the students are now aware of ICT and its usage, they will be eager to be proficient and efficient in the use of ICT but this cannot be achieved unless they have enough facilities for practice, therefore a call for ICT provision intervention is being made .
- Connecting Asian countries and Africa in ICT research practice for global development.
- Build human capacity in the area of ICT for reinforcing and developing the knowledge skills.
- Ensuring the commitment of ICT policy skills.
- Create policy intellectuals capable of informed and effective intervention in ICT policy and regulatory processes in specific country contexts.
- Provide a forum for mid-career and junior scholars to meet face to face to exchange ideas, network and improve the quality of their scholarly work.
- Provide next generation of actives scholars and in-situ experts capable of contributing to good ICT related policy.
- Ensuring that Government provides scholarship for young girls and women as an encouragement for ICT acquisition skills.

6. Conclusion

To encourage critical thinking skills, promote information literacy , nurture collaborative working practices and prepare the students for global transformation ICT facilities provision are important hence, the Universities must begin to reappraise the strategies for providing ICT facilities for the students. Also the Faculties/Departments should have separate ICT facilities such as Pocket switching devices in offices & classrooms, Fibre optic cables, Internet connected computer , Digital satellite system , Video phone system in offices & classrooms, Multimedia computers in lecture halls & classrooms, Teleconferencing devices in lecture halls & classrooms, Direct broadcast satellite in lecture halls & classrooms, Electronic table for Lecturers, Electronic table for Students, Chairs attached to each electronic table ,Steel cabinet, Electronic graphic boar, Electronic independent study carrels.

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