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The Use of ICT tools for Lecture Preparation and Delivery in Federal University Lokoja, Kogi State, Nigeria

Job O. Sani[1], **Comfort O. Alabi**[2], **Sa'id Danjuma**[3], **Fatima O. Momohjimoh**[4]
[1,2,3,4] Federal University Lokoja, Kogi State, Nigeria
sani.job4real@gmail.com, alabicomforto71@gmail.com, reachout2dj@gmail.com, fatijim2000@yahoo.com

Abstract

Information Communication Technology (ICT) is a tool for enhancing teaching, learning and research. This study examined the utilization of ICT tools for lecture preparation and delivery in Federal University Lokoja, Kogi State, Nigeria. Quantitative research, particularly the descriptive survey method was adopted. The population for the study consists of 165 lecturers in the institution, of which a sample of 88 lecturers was drawn from the two existing faculties (Faculty of Arts and Social Sciences, and Faculty of Sciences) which represents 53.3% of the total population. Questionnaire was designed to collect data for the study and descriptive statistical method was used to analyze and interpret the data collected. The findings revealed that the ICTs that are readily available to lecturers for lecture preparation and delivery are internet, online databases, internet ready computers, handheld devices, scanner/printers, social media platform and photocopying machine. Furthermore, the lecturers are knowledgeable on the use of ICT, but only a half of them utilize ICTs for lecture preparation and delivery. The challenges limiting the utilization of ICT tools for lecture delivery includes: inadequate ICT facilities, epileptic power supply, poor internet services and lack of funds. The study concludes that the use of ICTs is essential to stimulate a new atmosphere where lecturers could utilize these technologies for effective instructional delivery and to enhance academic excellence. Therefore, the acquisition of adequate ICT facilities and effectively placing them in all departments and lecture rooms, including active student's engagement in the use of ICTs for academic work were recommended.

Keywords: ICT; Tools; Lecturers; Lecture Preparation; Lecture Delivery.

Introduction

The use of Information and Communication Technologies ICTs in all areas of human endeavor is widely acceptable and appreciated, most especially in the educational sector. This is because; its application to the day to day activities in educational institutions in respect to teaching and learning is growing exponentially, which calls for the need of ICT for efficiency and effectiveness in educational sector (Akpan, 2008). Higher education in Nigeria is going through a dynamic revolution from the traditional method of teaching and impacting knowledge to a more advanced method which is been made possible by the emergence of the information and communication technology, and as such, most higher institutions are incorporating it into the school curriculum. Bede *et al*. (2015) stated that the essence of higher education is to empower the nation to solve their various problems in every sphere of human life through knowledge production and dissemination made possible by research and teaching activities. Hence ICT is a veritable tool in the attainment of these goals.

ICT is said to be the largest single source of information. It involves a process of creating, processing, storage, retrieval and dissemination of information and data using electronic devices (Akpan, 2008). Akpan, (2014) noted that the emergence of ICT as an impotent and veritable tool in education development has encouraged stakeholders in education industry incorporate ICT facilities such as the internet, projectors and other pheriphernelia in the process of lecture preparation and delivery; on the other hand, ICT has helped students to assess lecture notes and

improve students – lecturer relationship. Hence, universities in Nigeria are rapidly incorporating ICTs into all aspect of teaching, research and management.

Not highlightthe findings, recommendations will be proffered to enhance the use of ICTs for lecture preparation and delivery.

Research Questions

1. What are the ICT facilities available to lecturers in Federal University Lokoja?
2. Are the lecturers knowledgeable on the use of ICT facilities for lecture preparation and delivery?
3. To what extent do lecturers use ICT in lecture preparation and delivery?
4. What are the challenges limiting the utilization of ICT for lecture preparation and delivery among lecturers in Federal University Lokoja?

Literature Review

Related researches and publications by scholars, researchers and educationist on this study, centers on the concept of ICTs, types, their uses, their advantages and challenges and theories on ICTs. Looking at the concept of ICT, Dangani and Mohammed (2009) sees ICT as a new development which brings together the technologies of microelectronics, computing and telecommunications. They also describe ICT as the technology for handling information of various formats such as text, video, audio, graphics, pictures, etc. According to Saleem *et al*. (2013), Information and communication technology (ICT) is often been described as the technology where computers and telecommunication devices are used for information gathering/acquisition, processing, storage, retrieval and dissemination to the relevant users. The use of information communication technologies (ICTs) in teaching and research by academics has arisen because of the increased demand for information and increasing number of information sources.

The use of ICT in education especially as it relates to teaching and learning is capable of tackling several education problems. In higher institutions, ICT focuses on electronic generation, storage, retrieval, utilization and preservation for future use. Edumadz, *et al*. (2014) and Musingarabwi (2017) revealed that fact that in the digital era, most educators are turning to ICTs to assist with education by the use of digital technologies to support teaching and learning. Shaikh (2009) stated that ICT aid in developing knowledge based societies while improving the quality of learning and educational outcomes. Therefore, students can easily access this knowledge sources at any time from any place that they want. ICT enables collaboration and knowledge sharing between lecturers and students and among students hence, student and lecturers collaboration is important for knowledge sharing. Balanskat *et al*. (2006) indicated that ICTs are increasingly used by teachers in their day-to-day work leading to increased efficiency in planning and preparation of work. The utilization of ICT devices converts information, text messages, sounds and motion to common digital form, provides lecturers and students with practical and functional knowledge of the classroom situations through interaction since the tasks of lecturers involve the use of communication skills both in oral and written form (Sani, 2016). Zare-ee (2011) noted that ICT usage makes the process of teaching more oriented towards students and also highlighted some of the technologies that aids education such as computers and handheld devices, the internet connectivity, online databases, emails, computer mediated conferencing and video conferencing and other virtual reality. Furthermore, Angelaine and Yiannis, (2012) noted that web 2.0 applications such as blogs, wikis, social networking, etc, provides opportunities to share content and resources, self-directed learning, collaborative learning, ubiquitous and lifelong learning. Bade *et al*. (2015) accentuated that despite the important role and obvious need for the integration of ICTs in teaching and learning, many factors constitute constraints to its use such as inadequate ICTs, epileptic power supply, poor maintenance, and high cost of facilities and peripheral parts, lack of ICT skills, poor internet access and lack of interest.

Theoretically, the uses and gratification theory propounded by Elihu *et al*. (1959) provides explanations to the use of ICT for lecture preparation and delivery. The Use and Gratification

Theory (UGT) is concerned with how people use technologies to gratify their desires or satisfy their needs. The theory is said to be an approach to understanding why and how people actively seek out specific media or technology to satisfy specific needs. The use of ICT possesses three gratifications which are found in:

Its content: That is, the use of ICT for researching or finding specific information materials which are gratified with the content.

Its process: That is, users gain gratification from the experience of purposeful navigation and use of ICT in its functional process as a means of transmitting information and communicating with large number of people over distance and space and enhancing knowledge through the process.

Its social use: means that the usage of ICT encompasses a wide range of forming and deepening social ties.

The theory justifies why people specifically makes use of a particular medium over the others. In relation to this study, most lecturers subscribe to the use of ICTs due to its speed, ability to provide information within a very short time, ability to enhance teaching activities and communicate effectively are its ability to reduce stress among other reasons. Therefore, the reasons why lecturers use ICT in line with the assumptions of uses and gratification Theory is because the audience is active and its media (ICT) is goal oriented. This means that the lecturers are active seekers and users of information via the use of ICT and their goal is to effectively use the ICT facilities in teaching and research activities.

Technology Acceptance Model (TAM) by Davis (1989) is one of the theories this study is anchored on and postulates that a person's intention to adopt a particular model is based and built around two variables – Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). Perceived Usefulness dwells on the extent to which the technology is necessary for use by the users for a particular situation. Perceived Ease of Use is defined as the extent to which a potential information technology user believes in the use of the particular technology. In addition, Perceived Usefulness has a direct and positive effect on a user's intent to adopt an information technology or perceived intention to use. The TAM model is relevant to this study for it has been applied in similar studies to investigate intention of use and adoption of technology among individuals. The theory is related to the present study in the sense that ICT has to do with interactive communication which is a measure of practical effort to use relevant technologies for the utilitarian value of consumers. A user is therefore required to understand the dynamics of operating the technologies. Having acquired the skills and being able to manipulate the equipment, the end result gives the user some satisfaction and he therefore continues to use it because he does not experience difficulties and stress. The users are continuously encouraged to use ICT tools to achieve the desired results of communication and impartation of knowledge irrespective of time, location and space.

Empirical studies conducted by Ogunrewo and Odunsuna (2010), on the appraisal of internet usage among academic staff of Afe Babalola University, pointed out that the use of ICTs and internet had greatly enhanced and contributed to the effective and efficient access to materials for teaching and research by the academics. Adopting the survey method and with lecturers as the population, the study further states that 66.7% of them utilize the internet to search for teaching materials. Furthermore, a study conducted by Herath and Champa (2015) on the usage of technologies for learning process by lecturers in faculty of management and commerce, University of Sir Jayewardenepura revealed that the use of e-mails, blogs/social networks, www, MS offices are effective in providing course materials and send messages to students. Omeyi *et al*. (2007) in their study on increasing teachers efficiency through ICT usage in tertiary institutions noted that the average teachers feel that ICT have helped in increasing their class and job efficiency as their job efficiency was associated with the level of ICT competences possessed. Owoyemi and Abayomi (2013) conducted a factor analytical study to ascertain the usage of internet by lecturers in Nigerian institutions of higher learning. The study revealed that there is a

serious and genuine concern why there should be provision of internet facilities, ICTs facilities and training and retraining programmes for lecturers in all Nigerian higher institutions to create more awareness and equip them with necessary skills so as to maximize the wholesome usage of evolving technologies.

Methodology

The study adopts a pure quantitative method using Descriptive Survey Approach. The survey approach was chosen because it is the most prominent approach used in previous related studies, as it is inexpensive especially when it is self-administered. Also, it is useful when describing the characteristics of a larger population. The population for this study consists of a total number 0f 165 lecturers in Federal University Lokoja, Kogi State, Nigeria. A sample of 88 lecturers was drawn from the two existing faculties (Arts and Social Sciences and Sciences) which represents 53.3% of the total population was selected for the study. Therefore, eight (8) lecturers were randomly selected from each of the eleven (11) departments of both faculties. Hence, the sampling technique adopted was the Stratified Random Technique. The instrument for data collection was the questionnaire which consists of both closed and open-ended questions. The questionnaire was divided into five sections. Section A contains the bio-data of respondents, while section B, C, D and E provided questions based on the research questions of the study. The administration and collection of questionnaire was done personally by the researchers and took three working days. The analysis of the data was done using the Statistical Package for the Social Sciences (SPSS). The study adopted descriptive statistical method using frequency, percentage and mean scores. The response for section B to E of the instrument for the study was based on real limits of nominal values of the responses which is based on 4-point Scale; a mid-point mean of 2.5 which is the criterion mean is acceptable as positive responses. The point is chosen because the average of the individual mean score is 2.5. Thus, any mean score that ranges from 2.5 and above is regarded as positive and accepted, while below 2.5 is regarded as negative and rejected. Also any percentage that ranges from 50% and above is regarded as positive and accepted, while below 49% is regarded as negative and rejected.

Therefore response option and rating are indicated as the following:

3.50 – 4.00	VHE (Very High Extent); SA (Strongly Agree); VA (Very Available); HK (Highly Knowledgeable)
2.50 – 3.49	HE (High Extent); A (Agree); A (Available); K (Knowledgeable)
1.50 – 2.49	LE (Low Extent); D (Disagree); PA (Partially Available); PK (Poorly Knowledgeable)
0.50 – 1.49	VLE (Very Low Extent); SD (Strongly Disagree); UD (Undecided); Not Available (Not Available)

Out of 88 questionnaires distributed, 77 were adequately filled and returned which represents 87.5% response rate. This was considered adequate and appropriate for the study.

Results

Table 1 shows response rate from the two faculties in Federal University Lokoja. It showed that 40(56.3%) respondents were from the Sciences while 31(43.7%) were from the Arts and Social Sciences. Table 2 shows that majority of the respondents were males represented by 44(62.0%) while 27(38.0%) were females. Table 3 above shows that most of the lecturers represented by 33(46.5%) are within the age range of 36-45 years. 19(26.8%) and 16(22.5%) are within the age range of 25-35 and 46-55 years respectively, while only 3(4.2%) are within the age of 55 and above. Most respondents in table 4 above are lecturer II, assistant lecturer, lecturer I and senior lecturer, represented by 22(31.0%), 17(23.9%), 12(16.9%) and 11(15.5%) respectively.

Table 5 shows that 21(29.6%) of the lecturers have core teaching experience of 1-6 years. 16(22.5%) have the teaching experience of 1-5 years and 11-15 years respectively. Few of the lecturers has teaching experience of 16-20 years, 21-25 years and 26 years and above, represented by 9(12.7%), 7(9.9%) and 2(2.8%) respectively. Table 6 above shows that the ICTs available for

lecturers are Internet, online databases, internet ready computers, handheld devices, scanner/printers, interactive white board, social media platform and photocopying machine with the mean scores ranging from 2.50 to 2.77. While public address system, educational/application software, CD-ROM databases, Digital cameras, electronic smart boards/projectors and audio and video recorder/player were partially available with the mean scores ranging from 2.18 to 2.41. Table 7 shows that the lecturers are knowledgeable in all ICT tools which includes computers, internet, social media platforms handheld devices, online databases, audio/video player, scanner/printers, public address system, photocopying machine, digital cameras and electronic smart board/projectors with mean sores ranging from 2.50 to 3.14, but are poorly knowledgeable in educational and application software with the mean score of 2.49.

Table 8 shows that 37(52.1%) lecturers use ICT tools for lecture preparation and delivery while 34(47.9%) do not use ICT tools. Table 9 shows that computers, internet, online database, scanner and printers and photocopying machine are used by lecturers for lecture preparation and deliver to a high extent with the mean score ranging between 2.51 to 2.85, while electronic smart boards/projectors, public address systems, audio/video player, social media platforms, digital cameras, educational application software and hand held devices are used to a low extent with the mean scores ranging between 1.90 to 2.44. Table 10 shows that challenges affecting the utilization of ICT for lecture preparation and delivery among lecturers in Federal University Lokoja includes inadequate ICT facilities, erratic power supply, poor internet services, lack of fund for maintenance and purchase of ancillary facilities and high cost of maintaining ICT facilities with the mean scores of 3.55, 3.06, 3.04, 2.94 and 2.72 respectively.

Discussions

This study investigated the utilization of ICT for lecture preparation and delivery by lecturers in Federal University Lokoja, Kogi State. Out of 88 lecturers selected for the study, 71 of them responded adequately to the instrument for the study which represents 87.5% response rate, many of which are from the sciences. Majority of the respondents are male and mostly within the age of 36-45 years and are within the rank of lecturer II, assistant lecturer, lecturer I and senior lecturer, with the years of teaching experience spanning within 1-15 years.

The findings of the current study revealed that the ICTs that are readily available for lecture preparation and delivery includes; Internet, online databases, internet ready computers, handheld devices, scanner/printers, social media platform and photocopying machine. Furthermore, the lecturers are knowledgeable on the use of these technologies. Hence, it is obvious that the lecturers possessed basic knowledge on the basic ICT tools available in the University. This result is in support of the findings by Zere-ee (2011), Ageleine and Yiannis (2012), Harath and Champa (2015) who highlighted some basic but important technologies needed to support education which includes computes, online databases, internet, mobile devices, scanner and printers, social media and other virtual realities. These technologies are needed to enhance sharing of contents and resources and for self-directed, collaborative, ubiquitous and lifelong learning. Inasmuch as some of these ICTs are available and the lecturers are knowledgeable on the use of these technologies, the findings of the study revealed that more than half of the lecturers use ICT tools for lecture preparation and delivery. They mostly use computers, internet, online databases, scanner and printers and photocopying machine for lecture preparation and delivery to a high extent. It is obvious that these ICT tools are mostly used for the search for course material and preparation of lecture notes much more than classroom lecture delivery process. This implies that the lecturers in federal university lokoja are just beginning to leverage on ICTs for effective teaching and learning experience. This is in support of the views of Edumadz *et al*. (2014) and Musingarabwi (2017) who emphasized that the digital era, most educators are turning to ICTs to assist with education by the use of digital technologies to support teaching and learning. Furthermore, Balanskat *et al*. (2006) reported that ICTs is being increasingly used by teachers in their day-to-day work leading to increased efficiency in planning and preparation of work.

The challenges limiting the utilization of ICT tools for lecture delivery in the study includes: inadequate ICT facilities, epileptic power supply, poor internet services, lack of fund for

maintenance and purchase of ancillary facilities and high cost of maintenance of ICT facilities. This result supports the opinion of Bade *et al*. (2015) who emphasized that despite the important role and obvious need for the integration of ICTs in teaching and learning, many factors constitute constraints to its use such as inadequate ICTs, epileptic power supply, poor maintenance, and high cost of facilities and peripheral parts. Sequence to discussion of findings and cogitations deduced from use of ICT tools for lecture preparation and delivery in Federal University Lokoja, it is therefore recommended that; the management of Federal University Lokoja should acquire and make available adequate ICT tools of various types to enhance academic activities and ensure that these are maintained in working order including internet connectivity. Adequate modern ICT facilities should be put in place in all departments and lecture rooms to enhance effective lecture delivery and impartation of knowledge. The management of Federal University Lokoja should organize, intensify and regularize staff development workshops to equip lecturers with knowledge and skills in general computer literacy and specific use of ICTs.

To enhance the extent of ICT use for lecture preparation and delivery, the management of the university should encourage lecturers to deliver their lectures using ICT tools and should actively engage students in the teaching and learning process using ICT tools. To overcome the challenges of inadequate ICT facilities, epileptic power supply and poor internet services, the university management should ensure that adequate finance is provided for the acquisition of ICT facilities, alternative power sources and large internet bandwidth; organize training programmers for staff and effective maintenance of ICT facilities.

Conclusion

This study examines use of ICT tools for lecture preparation and delivery in Federal University Lokoja, Kogi State, Nigeria, and most of the objectives are met within the results. It is clear from the study that basic ICT tools such as internet, online databases, internet ready computers, handheld devices, scanner/printers, social media platform and photocopying machine are available and commonly used to a high extent by lecturers for lecture preparations and delivery in Federal University Lokoja, Nigeria are knowledgeable on the use of ICT but only a half of them utilize ICT for lecture preparation and delivery. The ICTs commonly used are internet, online databases, internet ready computers, handheld devices, scanner/printers, social media platform and photocopying machine, which are mostly used for the search for course material and preparation of lecture notes much more than class teaching and lecture delivery. Furthermore, the effective use of ICTs for lecture preparation and delivery is limited by inadequate facilities, epileptic power supply and poor internet services which can be overcome through adequate funding. Therefore, the study recognized that Information Communication Technology (ICT) is a very powerful tool in education reform, the utilization of ICTs for lecture preparation and delivery has to be enhanced and sustained. This is vital because, the use of ICTs stimulates a new atmosphere where teachers and students could utilize these technologies for effective instructional delivery which will enhance students' academic excellence.

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Apendix

Table 1: Faculty

Faculties	Frequency	Percent	Valid Percent	Cumulative Percent
Arts and Social Sciences	31	43.7	43.7	43.7
Sciences	40	56.3	56.3	100.0
Total	71	100.0	100.0	

Table 2: Gender of Respondents

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Female	27	38.0	38.0	38.0
Male	44	62.0	62.0	100.0
Total	71	100.0	100.0	

Table 3: Age Range of Respondents

Age Range	Frequency	Percent	Valid Percent	Cumulative Percent
55 and Above	3	4.2	4.2	4.2
46-55 Years	16	22.5	22.5	26.8
36-45 Years	33	46.5	46.5	73.2
25-35 Years	19	26.8	26.8	100.0
Total	71	100.0	100.0	

Table 4: Rank of Respondents

Rank	Frequency	Percent	Valid Percent	Cumulative Percent
Graduate Assistant	4	5.6	5.6	5.6
Assistant Lecturer	17	23.9	23.9	29.6
Lecturer II	22	31.0	31.0	60.6
Lecturer I	12	16.9	16.9	77.5
Senior Lecturer	11	15.5	15.5	93.0
Reader	2	2.8	2.8	95.8
Professor	3	4.2	4.2	100.0
Total	71	100.0	100.0	

Table 5: Teaching Experience

Years of Experience	Frequency	Percent	Valid Percent	Cumulative Percent
26years and above	2	2.8	2.8	2.8
21-25Years	7	9.9	9.9	12.7
16-20 Years	9	12.7	12.7	25.4
11-15Years	16	22.5	22.5	47.9
6-10Years	21	29.6	29.6	77.5
1-5Years	16	22.5	22.5	100.0
Total	71	100.0	100.0	

Table 6: ICTs available to lecturers in Federal University Lokoja

ICTs Available	VA	%	A	%	NA	%	UD	%	Mean	Remark
Internet ready Computers	2	2.8	37	52.1	28	39.4	4	5.6	2.52	Available
Handheld devices (Android phones, Ipads, etc)	6	8.5	28	39.4	34	47.9	3	4.2	2.52	Available
Photocopying Machine	2	2.8	34	47.9	33	46.5	2	2.8	2.50	Available
Electronic Smart boards/ Multimedia Projectors	1	1.4	22	31.0	40	56.3	8	11.3	2.23	Partially Available
Digital cameras	0	0	27	38.0	38	53.5	6	8.5	2.30	Partially Available
Audio and video recorder/player	2	2.8	17	23.9	44	62.0	8	11.3	2.18	Partially Available
Scanners/printers	4	5.6	33	46.5	29	40.8	5	7.0	2.51	Available
Educational/application Softwares	1	1.4	31	43.7	30	42.3	9	12.7	2.34	Partially Available
Interactive whiteboard	1	1.4	42	59.2	20	28.2	8	11.3	2.51	Available
Internet facilities	5	7.0	49	69.0	13	18.3	4	5.6	2.77	Available
Public address systems	1	1.4	32	45.1	33	46.5	5	7.0	2.41	Partially Available
CD-ROM Databases	2	2.8	29	40.8	31	46.5	9	12.7	2.34	Partially Available
Online databases	5	7.0	43	60.6	16	22.5	7	9.9	2.65	Available
Social media platforms	4	5.6	36	50.7	23	32.4	8	11.3	2.51	Available

Keys: VA= Vary Available, **A**= Available, **NA**= Not Available, **UD**= Undecided

Table 7: Level of Knowledge on the use of ICT Tools for lecture preparation and delivery

ICT Tools	HK	%	K	%	PK	%	NK	%	Mean	Remark
Computers (desktop/laptops)	22	31.0	41	57.7	4	5.6	4	5.6	3.14	Knowledgeable
Handheld devices	13	18.3	40	56.3	14	19.7	4	5.6	2.87	Knowledgeable
Electronic Smart boards/ Multimedia projectors	7	9.9	30	42.3	26	36.6	8	11.3	2.50	Knowledgeable
Internet	21	29.6	40	56.3	8	11.3	2	2.8	3.13	Knowledgeable
Public address systems	8	11.3	36	50.7	24	33.8	3	4.2	2.69	Knowledgeable
Digital cameras	5	7.0	37	52.1	21	29.6	8	11.3	2.55	Knowledgeable
Photocopying machine	7	9.9	35	49.3	23	32.4	6	8.5	2.61	Knowledgeable
Audio/Video recorder/player	7	9.9	43	60.6	16	22.5	5	7.0	2.73	Knowledgeable
Online databases	11	15.5	42	59.2	12	16.9	6	8.5	2.82	Knowledgeable
Scanner/printers	11	15.5	36	50.7	16	22.5	8	11.3	2.70	Knowledgeable
Educational/application softwares	6	8.5	32	43.1	24	33.8	9	12.7	2.49	Poorly Knowledgeable
Social media platforms	14	19.7	44	62.0	9	12.7	4	5.6	2.96	Knowledgeable

Keys: HK= Highly Knowledgeable, **K** = Knowledgeable, **PK**= Poorly Knowledgeable, **NK** = Not Knowledgeable

Table 8: Response to Use of ICT Tools for Lecture Preparation and Delivery

Response	Frequency	Percent	Valid Percent	Cumulative Percent
NO	34	47.9	47.9	47.9
YES	37	52.1	52.1	100.0
Total	71	100.0	100.0	

Table 9: Extent to which ICT is used for lecture preparation and delivery

ICT Facilities	VHE	%	HE	%	LE	%	VLE	%	Mean	Remark
Computers	18	25.4	33	46.5	11	15.5	9	12.7	2.85	High Extent
Handheld devices	9	12.7	26	36.6	23	32.4	13	18.3	2.44	Low Extent
Electronic Smart boards/projectors	3	4.2	13	18.3	29	40.8	26	36.6	1.90	Low Extent
Internet	17	23.9	33	46.5	14	19.7	7	9.9	2.85	High Extent
Public address systems	3	4.2	17	23.	31	43.7	20	28.2	2.04	Low Extent
Photocopying machine	6	8.5	34	47.9	21	29.6	10	14.1	2.51	High Extent
Digital cameras	4	5.6	25	35.2	25	35.2	17	23.9	2.23	Low Extent
Audio/Video recorder/player	1	1.4	25	35.2	24	33.8	21	29.6	2.08	Low Extent
Online databases	11	15.5	32	45.1	16	22.5	12	16.9	2.59	High Extent
Scanner/printers	8	11.3	31	43.7	21	29.6	11	15.5	2.51	High Extent
Educational/application softwares	6	8.5	26	36.6	26	36.6	13	18.3	2.35	Low Extent
Social media platforms	6	8.5	28	39.4	21	29.6	16	22.5	2.34	Low Extent

Keys: VHE= Very High Extent, **HE**= High Extent, **LE** = Low Extent, **VLE** = Very Low Extent

Table 10: Challenges affecting the utilization of ICT for lecture preparation and delivery among lecturers in Federal University Lokoja

Challenges	SA	%	A	%	D	%	SD	%	Mean	Remark
Inadequate ICT facilities	44	62.0	23	32.4	3	4.2	1	1.4	3.55	Accepted
Erratic power supply	21	29.6	35	49.3	13	18.3	2	2.8	3.06	Accepted
High cost of maintaining ICT facilities	11	15.5	36	50.7	7	23.9	7	9.9	2.72	Accepted
Lack of ICT skills	5	7.0	18	25.4	36	50.7	12	16.9	2.23	Rejected
Poor internet services	20	28.2	37	52.1	11	15.5	3	4.2	3.04	Accepted
Lack of interest	1	1.4	19	26.8	29	40.8	22	31.0	1.99	Rejected
Lack of awareness	5	7.0	22	31.0	31	43.7	13	18.3	2.27	Rejected
Lack of fund for maintenance and purchase of ancillary facilities	18	25.4	35	49.3	14	19.7	4	5.6	2.94	Accepted
ICT phobia	5	7.0	9	12.7	34	47.9	23	32.4	1.94	Rejected

Keys: SA= Strongly Agree, **A**= Agree, **D**= Disagree, **SD**= Strongly Disagree