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14.

Availability, Accessibility and Utilisation of Information and Communication Technology Facilities for Administrative Effectiveness in Universities in Kwara State

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Abstract

Information and Communication Technology (ICT) facilities have shown its relevance for both academic and administrative service delivery in school system. In view of this development, this paper examines availability, accessibility and utilisation of ICT facilities. It also investigates the relationship between each of the variable on administrative effectiveness in universities in Kwara State. Descriptive research design was adopted for the study. The population comprised all administrative staff of the four universities in Kwara State. Proportional sampling technique was adopted to select 300 respondents from all administrative staff in all the universities. The instrument tagged Availability, Accessibility and Utilization of ICT for Administrative Effectiveness Questionnaire (AUITCEQ) was designed to elicit information from the respondents. The instrument was subjected to a reliability test using split half method. The reliability co-efficient 0.70 obtained justified the high degree of reliability of the instrument. All research questions raised were answered using tables, frequency count and percentages while the three hypotheses generated were tested and analysed using Pearson product-moment correlation statistics. The rejection or otherwise of the hypotheses were determined by comparing the calculated p-value with 0.05 level of significance. The findings indicated high level of

availability, accessibility and utilisation of ICT facilities. There was no significant relationship between ICT availability and administrative effectiveness. However, ICT accessibility and utilisation were determinants of administrative effectiveness in Universities in Kwara State. It was recommended that obsolete facilities be repaired and more be supplied to further enhance effective administrative service delivery in universities in Kwara State.

Introduction

The availability, accessibility and utilisation of Information and Communication Technologies (ICT) gadgets have transformed the world into a global village. This is no doubt a remarkable development in modern society today as it could be described as information revolution or the information age. Administrative effectiveness of any organization cannot be attained without adequate accessibility and utilisation of the availability of ICT equipment. Information could be regarded as a valued and essential ingredient for all establishments. The effective usage of ICT facilities has become a catalyst for growth by university administration in modern times.

ICT, according to Pegrum (2001), is the application of modern electronic technologies for the creation and storage of meaningful and useful data and its transmission by various electronic means. It would therefore be inferred that the facilities are essential tools in any educational system. The ICT facilities are now frequently used in school system most especially tertiary education for storing, analysing, sending and processing information. However, the facilities induce greater administrative efficiency, high quality output, and increased productivity to enhance better operation as well as better service delivery. Therefore, the application of these gadgets could enhance school decision-making and thus solve educational problems.

The aim to develop a reasonable ICT for improved management of information resources and personnel in Nigerian tertiary institutions made the Federal Government to initiate the Nigerian Universities Management Information System (NUMIS) project in many federal universities. Indeed, realising the strategic position of information in ensuring an effective and efficient management of the nation's educational industry, the federal government commenced computer literacy campaign amongst its citizenry and in government establishments. It should be noted that in the present age,

there is an urgent need for qualified and experienced personnel with knowledge of ICT. Thus, the Federal Government now places keen interest on results oriented personnel performance in government establishments. In addition, the Federal Government is also aware that the education industry will function effectively and efficiently if educational decisions and policies are well formulated and implemented as appropriate (Oso, 2014).

Akanbi (2015) observes that information technology is an organised combination of people, hardware, communication networks and data resources that collects, transfers and disseminates information in an organization. Thus, ICT facilities are essential means of information dissemination and tools for processing, storing and transformation into a usable form and passing it to appropriate end users. This shows that effective administration of school system could not be achieved with ignorance of scientific innovations and discoveries. It is in this regard that the Federal Government of Nigeria (2004) in the National Policy of Education asserts that philosophy of education is to be geared towards realisation of national unity, socio-cultural, economic, political as well as scientific and technological progress. These ICT facilities that could be used in university system are: spy phone, e-surveillance camera, Blackberry presenter, USB TV card, overhead projector, data based software, ipod and digital video camera. Others are spreadsheet software, Excel, Web-based telephone, different types of computers and Internet. Others include smart card, facsimile, Adobe Page Maker, mobile note taker, multi-media projector pointer and publishing software. The objective of this paper is therefore to examine the level of availability of these facilities, their accessibility and level of their utilisation.

Concept of Information and Communication Technology (ICT)

Pelgrum (2001) defines information and communication technology as the electronic technologies used for collecting, storing, processing and communicating information. This includes those that process information, such as computer system and those which disseminate information, such as telecommunications system. Although a large assortment of information and communication technology exists, Information and Communication Technology (ICT) is a composite term which embodies three important concepts of Information, Communication and Telecommunication. Information means many things to many people, depending on the context.

Scientifically, information is a processed data. Information can also be loosely defined as that which aids decision making. Information, though abstract, could also be visualised as a commodity, which could be bought or sold. Other writers have defined information as any useful fact, quantity or value that can be expressed uniquely with exactness. Information is whatever is capable of causing human mind to change its opinion about the current state of the real world (De Watterville and Gilbert 2000).

Communication refers to the transfer or exchange of information from person to person or from one place to another. When action produces a reaction, positive or negative, communication has taken place. Communication can thus be defined as a process and procedure for transfer of information, ideas, thoughts and messages. It involves a sender, a receiver, a code, and a language understood by both the sender and the receiver. It is a process involving the passing of messages through the use of symbols which all parties in the communication encounter understand. It involves the exchange of ideas, facts, opinions, attitudes and beliefs between people. It is not a one-way affair. There must be a sender to transmit the message and a receiver to make appropriate decisions on how the rest of the exchange should continue (Jamieson, Burnett, Finger and Watson, 2006).

Anderson (2002) describes Information and Communication Technology (ICT) as electronic technologies used for information storage and retrieval. According to the Online Oxford Dictionary, ICT is often used as an extended synonym for information Technology (IT), but is usually a more general term that stresses the role of unified communication and the integration of telecommunication (telephone lines and wireless signals), computers, middleware as well as necessary software, storage and audio-visual systems, which enable users to create, access, store, transmit, and manipulate information. In other words, ICT consists of IT as well as telecommunication, broadcast media, all types of audio and video processing and transmission and network based control and monitoring functions.

ICT as described by Scott (2002) encompasses a range of applications, communications and technologies which aid information retrieval and research, communication and administration. These include online databases, library services and online services and fax machine. It has become a global phenomenon of great importance and concerns in all aspects of human endeavour, spanning across education, governance, business, labour

market, shares, productivity, trade, agriculture, commerce and others. These are to empower youths with ICT skills to prepare them for competitiveness in a global environment, integrate ICT into the mainstream of education and training and establishment of multifaceted institutions as centres of excellence. To achieve these objectives, nine major strategies were outlined. These include making ICT compulsory at all educational institutions, developing ICT curricular for all levels of educating, using ICT in distance education, and investment in education. Others are giving study grant and scholarship on ICT, training the trainers' scheme for youth corps services on ICT, ICT capacity building at the zonal, state and local government levels, establishing privately and publicly dedicated ICT institutions and working with international and domestic initiative to transfer ICT knowledge (Anderson and Dexter, 2005).

The international Encyclopedia of Information and Literary Science (2003) defines ICT as the application of modern electronic and computing technology or computer to the creation and storage of facts, data or information and its transmission to users by various communication media. Hardware of technology ranges from the basic box to add-ons such as printer, scanner, CD-ROM, etc. Software includes productivity software such as word processors, spreadsheets, databases, graphics and presentation packages as well as specialist packages and content. The development of network technology in the 1980s made it possible to connect computers into local area network (LAN) and wide area network (WAN) for easy communication of information (Nfelsen & Petersen, 2003).

ICTs are used for the creation, storage, transmission and manipulation of information. ICT currently plays important roles in many organisations and in society's ability to produce, access, adapt and apply information. ICT makes it possible to collect, process, and transmit information much faster and more cheaply than before. Ajayi (2003) stresses further that ICT is not only computer but it includes the telephone and other communication technologies such as facsimile, word processing and other office technologies. Yusuf (2007) notes that ICT is a body of electronic technologies used for accessing, processing, gathering, manipulating and presenting communication information. ICT involves the use of electronic devices for communication of information. This includes any communication devices or application encompassing radio, television, cellular phones, computer and

network hardware and software, satellite systems and video conferencing distance learning.

However, Yusuf (2007) points out that ICT has not impacted greatly the Nigerian school system. Abdulkareem and Isiaka (2009) identify ICT means for achieving the goals of institutions by addressing the manner it could be applied in the various tasks of higher educational institutions. It refers to the use of computer systems and telecommunication equipment information processing (Korede, 2009). Abdulkareem and Isiaka (2009) define ICT as a diverse set of technological tools and resources used to communicate and to create, disseminate, store and manage information. It also refers to the hardware and software of electronic devices such as computer, radio, television, digital camera, telephone, etc. and the nature of the networking of computers to improve communication. In fact, Yusuf and Balogun (2011) define information and communication technologies as computer based tools used by people to work with information and communication processing needs of an organisation.

Statement of the Problem

The utilisation of ICT facilities has impacted positively on university administration in Nigeria. Hence, ICT facilities are panacea for convenient and easy services delivery in higher education system. This is indeed an innovative technology that transforms the world into a global village. ICT facilities are widely used for record keeping, examination, payment transaction, uploading and downloading of students' results, mailing operation and a host of other administrative purposes in Nigerian Universities.

As ICT facilities take a leading place in school administration, researchers have developed keen interest on them. Some of the studies available to this researcher are: Adeya (2001) who reviews selective annotated bibliography of ICT in Africa (1990-2000). Adejumbi (2012) works on application of ICT in Nigerian secondary schools. Adelua (2012) researches on ICT as a tool for Educational Psychological Problem and its prospects in secondary schools in Nigeria. Akinsowon (2012) examines ICT as a panacea for teaching and learning of language and communication skills; and Oso (2014) studies ICT capacity building and personnel performance in South-western universities in Nigeria. The aforementioned works, though similar to the present study,

differ in the area of scope and variables used. This paper thus examines availability, accessibility and utilisation of ICT facilities and looks at whether or not there is significant relationship between each of the variable and administrative effectiveness in universities in Kwara State.

Research Questions

The following research questions were raised to guide the study:

- i. What is the level of availability of ICT facilities in universities in Kwara State?
- ii. What is the level of accessibility of ICT facilities in universities in Kwara State?
- iii. What is the level of utilisation of ICT facilities in universities in Kwara State?

Research Hypotheses

The following hypotheses were formulated to guide the study:

- i. There is no significant relationship between availability of ICT facilities and administrative effectiveness in universities in Kwara State.
- ii. There is no significant relationship between accessibility of ICT facilities and administrative effectiveness in universities in Kwara State.
- iii. There is no significant relationship between utilisation of ICT facilities and administrative effectiveness in universities in Kwara State.

Methodology

Descriptive research design was adopted for this study. The design was considered appropriate because it enabled the researcher to collect relevant data on the variables of the study and assisted in describing the features of the variables in a system so as to be able to find out the existing relationship between the dependent and independent variables of the study. The population for this study comprised all administrative staff of the four universities in Kwara State. 300 respondents were selected using proportional sampling technique from the sampled institutions. The instrument entitled "Availability, Accessibility and Utilisation of Information and Communication Technology for Administrative Effectiveness Questionnaire" (AUITCAEQ) was designed and used to collect relevant data for the study. 4-point rating scale was adopted. The instrument was subjected to a reliability test using split half method. The reliability co-efficient of 0.70

was obtained showing that the instrument was reliable. Descriptive statistics of tables and percentages were used to answer all the research questions while Pearson product-moment correlation statistical method was used to test all the formulated hypotheses at 0.05 level of significance. The p-values were compared with significance level (0.05) to determine the rejection or otherwise of the null-hypotheses.

Findings and Discussion of Results

Question 1: What is the level of availability of ICT facilities in universities in Kwara State?

Table 1: Level of availability of ICT facilities in universities in Kwara State

ICT facilities	Available	%	Not Available	%
Internet	246	82	54	18
Digital Video Camera	231	77	69	23
Printers	276	92	24	08
iPod	191	64	109	37
Scanner	275	91.6	25	7.4
Facsimile	201	67	99	33
Different Types of computers	282	94	18	06
Multi-media projector	199	66.3	101	33.7
Digital video camera	201	67	99	33
Black- berry printers	186	62	114	38
USB TV card	179	60	114	38
e-surveillance camera	171	57	129	43
Over head projector	200	66.6	100	33.3
Spy phone	148	49.3	152	50.7
Data base software	221	73.6		26.4
Spread sheet soft ware	246	82	54	18
Extranet	121	40.3	179	59.7
Web-based telephone	218	73	82	27
Smart card	204	68	96	32
Adobe based maker	165	55	135	45
Publishing soft ware	178	59.3	122	40.7

Source: Field Work 2016

Table 1 indicates the level and frequency of availability of ICT facilities in universities in Kwara State. Greater number of respondents opines that most of these facilities are highly available for administrative service delivery. These facilities include: Internet, digital video camera, printers, scanners, different forms of computers and data-based-software. Others are publishing software, web-based data phone and spread sheet software. The levels of availability of these tools were high due to their higher frequencies of between 70-94 percent. However, some ICT facilities were moderately available. They include digital video camera, USB TV card, overhead projector, and smart card. Others items in these category are blackberry printers, facsimile and multi-media projector. The frequencies of these facilities are between 69% 58% these are low level of availability of few facilities like extranet, spy pone, and adobe page maker. These tools have lower percentages of between 55-40%. Above all, it could be considered that most of the ICT facilities are highly available in universities in Kwara State.

Question 2: What is the level of accessibility of ICT facilities in universities in Kwara State?

Table 2: Level of accessibility of ICT facilities in universities in Kwara State

ICT facilities	Accessible	%	Not Accessible	%
Internet	251	84	49	16
Digital video camera	244	81.3	56	18.7
Printers	271	90.3	29	9.7
I pod	189	63	111	37
Scanner	270	90	30	10
Facsimile	187	62.3		37.7
Different types of computers	282	94	18	06
Multi-media projector	189	63	111	37
Digital video camera	200	66.3	100	33.7
USB TV card	180	60	120	30
E-surveillance	166	55.3	134	44.7
Overhead projector	145	48.3	155	51.7
Spy pone	202	67.3	98	32.7
Data base software				
Spread sheet software	251	84	49	16
Extranet	125	47	175	53
Web-based telephone	219	73	81	27
Smart card	214	71.3	86	28.7
Adobe Page Maker	168	56	132	44
Publishing software	215	72	85	28

Source: Field Work 2016

Table 2 reveals the level of accessibility of ICT facilities in universities in Kwara State. Greater proportion of the respondents indicates that most of the ICT facilities could be accessed for administrative service delivery. All the available ICT tools such as Internet, digital video camera, overhead projector, printers, scanners, publishing soft ware and all forms of cameras are highly accessible for effective service delivery in universities of Kwara State. However, some of the facilities that are lowly accessible have low accessibility level in term of their frequency. The reason could be due to low quantities of such facilities in the universities.

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Question 3: What is the level of utilisation of ICT facilities in universities in Kwara State?

Table 3: The level of utilisation of ICT facilities in universities in Kwara State

ICT facilities	Utilized	%	Not Utilized	%
Internet	252	84	48	16
Digital video camera	240	80	60	20
Printers	280	93.3	20	06.7
iPod	192	64	108	36
Scanner	290	97	10	03
Facsimile	190	63.3	110	36.7
Different types of computers	288	96	12	04
Multi-media projector	185	61.7	115	38.3
Digital video camera	192	64	108	36
USB TV card	185	61.7	115	38.9
e-surveillance camera	173	57.7	127	42.3
Overhead projector	158	52.7	142	47.3
Spy phone	145	48.3	155	51.7
Data based software	200	66.3	100	33.7
Spreadsheet software	255	85	45	15
Extranet	125	41.7	155	58.3
Web-based telephone	199	66.3	101	33.7
Smart card	215	71.7	85	28.3
Adobe page maker	165	55	135	45
Publishing software	218	72.7	82	27.3

Source: Field Work 2016

Table 3 indicates a high level of utilisation of ICT facilities in universities in Kwara State. The table shows that all the accessible ICT tools are adequately utilised. The results reveal that facilities like the Internet, digital camera, computers, scanners, publishing and data-based software are effectively utilised for administrative service delivery. However, the facilities like extranet, adobe page and spy camera are not fully utilised. This is evident from the frequency of utilisation rates of these facilities as shown in Table 3.

Research Hypothesis 1: There is no significant relationship between availability of ICT facilities and administrative effectiveness in universities in Kwara State.

Table 4: Correlation analysis of relationship between availability of ICT facilities and administrative effectiveness in universities in Kwara State

Variable	N	X	SD	Df	Calculated r-value	p-value	Decision
Availability of ICT Facilities	300	30.61	2.81				
				298	.402	0.06	Ho ₁ Accepted
Administrative Effectiveness	300	28.77	2.15				

Table 4 reveals that the calculated p-value of 0.06 is greater than the 0.05 level of significance. Hence, the null hypothesis which states that there is no significant relationship between availability of ICT and administrative effectiveness in universities in Kwara State is accepted. Therefore, the availability of ICT facilities has no significant relationship with administrative effectiveness in universities in Kwara State. The interpretation of this result is that no matter the quantities of ICT facilities available in the institutions, they cannot in anyway enhance service delivery until they are effectively accessible and adequately utilised. Hence, availability of ICT tools

has no significant influence on administrative effectiveness in universities in Kwara State.

Hypothesis 2: There is no significant relationship between accessibility of ICT facilities and administrative effectiveness in universities in Kwara State.

Table 5: Correlation analysis of accessibility facilities and administrative effectiveness in universities in Kwara State

Variable	N	X	SD	df	Calculated r-value	p-value	Decision
Availability of ICT Facilities	300	30.61	2.65				
				298	.367	0.01	Ho ₂ Rejected
Administrative Effectiveness	300	31.56	2.81				

Table 5 indicates that the p-value of 0.01 is less than the 0.05 significance level; hence the null hypothesis which states that there is no significant relationship between accessibility of ICT facilities and administrative effectiveness in universities in Kwara State is thereby rejected. This means that accessibility of ICT facilities has a positive significant relationship with administrative effectiveness. This implies that as ICT facilities are highly accessible, administrative effectiveness could be enhanced in universities of Kwara State. The interpretation of this result is that accessibility of ICT facilities is a determinant of administrative effectiveness in universities in Kwara State.

Hypothesis 3: There is no significant relationship between ICT facilities utilisation and administrative effectiveness in Universities in Kwara State.

Table 6: Correlation analysis of utilisation of ICT facilities and administrative effectiveness in Universities in Kwara State

Variable	N	X	SD	df	Calculated r-value	p-value	Decision
Availability of ICT Facilities	300	27.45	2.59				
				298	.289	0.00	H ₀ Rejected
Administrative Effectiveness	300	28.77	2.15				

Table 6 shows that the p-value of 0.00 is less than the 0.05 level of significance, thus the null hypothesis which states that there is no significant relationship between ICT facilities utilisation and administrative effectiveness in universities in Kwara State is hereby rejected. Therefore, there is a positive significant relationship between utilisation of ICT facilities and administrative effectiveness in Universities in Kwara State. The interpretation of this result is that the more, the ICT facilities are utilised, the more the administrative service delivery is enhanced. This implies that ICT facilities utilisation is a major determinant of administrative effectiveness in universities in Kwara State.

Summary

This study examined the level of availability, accessibility and utilisation of ICT facilities. It equally investigated whether or not there is a significant relationship between each of the variable and administrative effectiveness in universities in Kwara State. Relevant literature was reviewed on the ICT facilities. The research questions were answered and formulated hypothesis were tested and analysed. The findings of the study in summary are:

- i. There were generally high level of availability, accessibility and utilisation of ICT facilities in universities in Kwara State.
- ii. The level of availability of some facilities is still low (less than 50%) in universities in Kwara State.

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- iii. There is no significant relationship between ICT availability and administrative effectiveness in universities in Kwara State.
- iv. Both ICT accessibility and utilisation are determinants of administrative effectiveness in universities in Kwara State.

Conclusion

From the findings of this study, it can be deduced that effective service delivery in universities in Kwara State is as a result of availability, accessibility and utilisation of ICT facilities. Availability of these facilities alone cannot induce administrative service delivery without them being accessible and adequately utilised.

Recommendations

In view of the findings and conclusion, the following recommendations are made:

- i. More of the ICT facilities such as spy phone, facsimiles, extranets, etc should be made available and accessible to the university administrations for effective utilisation aimed at enhancing service delivery.
- ii. Damaged ICT tools should be repaired for service delivery in the universities.
- iii. Moderately used facilities should be fully utilised so as to further enhance administrative effectiveness.

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