Lecturers’ Characteristics on the Utilization of ICTs Services in College of Health Technology, Calabar, Cross River State, Nigeria

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Abstract
This study was undertaken to examined the influence of lecturers’ characteristics on the utilization of ICTs services in College of Health Technology, Calabar; in order to enhance proper research and teaching responsibilities of academic staff in College of Health. The whole population of ninety (90) lecturers from the nine departments were used for the study, two hypotheses were formulated and tested using appropriate statistical tools such as the population t-test, independent t-test and one-way analysis of variance (ANOVA). Data was obtained through a questionnaire which was captioned ‘Lecturers’ Characteristics and Utilization of ICT Services Questionnaire (LCUICTSQ). The result of the findings revealed that there is no significant influence of lecturers’ gender on utilization of ICT services and there is a significant influence of lecturers’ age on utilization of ICTs services in College of Health Technology, Calabar. Based on the findings of the study, the following recommendations are made that awareness and enlightenment on ICTs programmes be stepped up by the Government, the school authority and other bodies like the non-governmental organization, the Government should provide free and highly subsidized computers and internet to lecturers/staff of institutions and incentives like upgrading and promotion should be given to staff who go on training so as to motivate other staff to embrace training programmes on ICT.

Keywords: Lecturers’ characteristics, utilization, gender, age and ICTs services

1. Introduction
The world has become a global village as a result of the emergence or introduction of Information and Communication Technology (ICT) services. Every facet of human endeavour such as business, commerce, government, health, has been seriously impacted by Information and Communication Technology. In the field of education, Information and Communication Technology is not left out, as it has influenced the teaching, research and learning processes of students and lecturers. For instance, in Librarianship, Information and communication technology has really shaped the image and perspective of librarians for sustainable library operations and services. ICT is regarded as a utility, in that, it has become a necessity such as water and electricity in which one cannot do without in his/her daily life.

In this present dispensation, it is common place to notice that every country strives at making efforts in sponsoring and boosting education (through educational goals and objectives) so as to bring awareness and understanding to its citizens. It can be observed that the implementation of such goals and objective most likely starts from the top where college lecturers carryout vigorous research that enhance; the number of publications they produce in order to create awareness in fields that are relevant to national development, their lesson notes preparation, the quality of knowledge they impact on to their students, the manner in which this knowledge is passed on, and consequently the attainment of academic excellence by their students. All these are usually reflected in the mission and vision of the college; and for these to be achieved; there is need for college lecturers to make maximum use of ICT services/facilities provided at their disposal.

The introduction of ICT and especially the internet has brought great changes in the world and more so in communication. Educational institutions are under increasing pressure to use the new information and communication technologies (ICTs) to teach students the knowledge and skills they need in the 21st century (Wan, 2011). ICTs have the potential to transform the nature of education: where and how learning takes place and the roles of students and teachers in the learning process.

With rapid development, Information and Communication Technology (ICT) is indispensable to human society. Its integration in health institution like the College of Health Technology, Calabar is essential in order to achieve various objectives, as well as to improve the quality of lessons. The development of technology has produced numerous information and communication technology (ICT) tools that are essential and useful in the human development process (Mbaeze, Ukwandu and Anadu, 2010).
Information and Communication Technology (ICT) increasingly influences different aspects of our daily lives such as work, business, teaching, learning, leisure and health (Gulbahar, 2008). Since information and Communication Technology (ICT) is a crucial element in the advancement of society, it is expected that every person should become technology competent. Thus, health institution in the state have to be equipped with the necessary information and communication technology tools in order to provide the next generations with the needed tools and resources to access, use and attain the expected skills for a modern society. Perhaps, this could be the reason most countries around the world today are focusing on approaches to integrate Information and Communication Technologies (ICT) into learning and teaching so as to improve the quality of education.

The utilization of Information and Communication Technology (ICT) depends on the attitudes of the lecturers. Lecturers who show positive attitudes towards the utilization of information and communication technology (ICT) will enhance their efficiency and effectiveness in instructional delivery which will in turn contribute meaningfully to students’ knowledge by keeping them abreast of the skills involved in the use of ICTs as well as influencing the students learning outcome positively. This is in line with Light, (2009), who opined that Information and Communication Technology can help students deepen and construct their own knowledge, develop complex thinking skills, retrieve their require information within a short time, access and disseminate electronic information like e-books, e-journals and can improve their learning. On the other hand, lecturers with negative attitude towards utilization of Information and Communication Technology (ICT) will develop technology phobia, lack ICT proficiency and will produce an orthodox type of lectures to the students. The effect of this on the part of the students is that they will not be able to use ICT facilities independently; as this will also make the students inferior not to compete favourably with their fellow students. Therefore, for effective teaching, learning and research process, lecturers in the College should be advice to make adequate use of the ICT facilities/services available for the improvement of student learning outcome.

To utilize means to make use of something. It could also be referred to as finding a practical or effective use for something. Use on its own has to do with putting something into action or service for some purpose (Toner, 2008). Hence, utilization of ICT services simply put means using or putting ICT facilities/services into use. An individual who uses something somewhere in order to achieve his or her purpose could be referred to as a user. On this note, lecturers who make use of ICT facilities/services for their benefits either for academic or personal purpose should be regarded as users of information and communication technology (ICT) services. As such, lecturers in college of health technology should be advised and encouraged to make maximum use of the available ICT services/services in order to be ICT compliance or competent so as to be able to developed new teaching techniques that will help them imbibe the spirit of inquiry, become critical thinkers on how to advance new methods in solving health related problems through the use of computer, internet and other ICT tools.

The choice of lecturers is very important because they are supposed to be one of the principal users of ICT services. Even though they are expected to be, it is rather unfortunate that very little attention is given to them in every research concerning ICT. Those whom almost all researchers have investigated and written about are students. Lecturers are a particular group of specialized people found within college community. They are made up of intelligent, well-groomed and highly educated individuals who are definitely aware of the importance of using ICT facilities/services. In spite of this awesome awareness, it is rather unfortunate that majority of them do not show a high usage of ICT facilities in the institution.

Some lecturers claim to have had laptop with modem, others smart phones with data to aid internet connectivity. Even at that, it is pertinent to state that, the college ICT services (like e-library) still stands out to be the best option for lecturers’ usage. This is due to the almost free, low cost services provided as well as wide range of access to database like the Health Inter Network Access to Research Initiative (HINARI), which can aid lecturers have easy access to health-related topics in their various areas of studies. Also, lecturers may not be able to subscribe to some of these databases in that they are very costly; the few who are able to subscribe but fail to judiciously make use of their subscription will realize sooner or later that such personal subscription is effort in futility.

Through the researcher’s personal observation, it has been noted that majority of lecturers in College of Health Technology neither consult ICT facilities nor use ICT services adequately. For instance, in the college e-library, it is sad to say that in a full month, it is not possible to have up to four lecturers utilizing the ICT services and facilities provided in the e-library section of the college library. This uncompromising attitude among lecturers towards the utilization of ICT services may not be unconnected with the characteristics of lecturers like their gender, age, professional rank and areas of specialization. The population factors listed above have been identified to have overwhelming influence on the rate at which lecturers utilizes ICT facilities and services in the college.

Despite wide range of measures ranging from quick access to ICT facilities and unlimited provision of electronic information resources adopted by the college to enhance lecturers’ utilization of ICT services, current trend proves that the laissez-faire attitude of college lecturer is gearing towards its peak. This demands that more research should be carried out in this area so as to redress this unfortunate phenomenon. If lecturers do not engage in meaningful utilization of ICT facilities and services provided by the college institution as the case may be; then the numerous ICT facilities and services available may become useless. Hence, the saying that what so ever that is available and not utilized is equally useless. It was against this backdrop that this research sought to find out the level to which lecturers’ characteristics influence utilization of information and communication technology (ICT) services and facilities in College of Health Technology, Calabar.
1.1. Statement of the Problem

The importance of ICT services to the human population generally and in education particularly, cannot be ignored. Lecturers in College of Health Technology cannot overemphasize the vast role played by ICT. This is because lecturers who utilize ICT services adequately are able to improve their proficiency in the use of computer and other ICT tools as well as deliver effective and efficient classroom lectures; as such, turning the students from passive learners to active learners. On the other hand, lecturers who do not embrace and utilized modern technologies appropriately tend to be out dated, lack current information and skills needed in their areas of specialty and also rely on traditional (orthodox) method of delivering lectures.

From the researcher’s personal observation, despite the awareness of the provision of ICT services and facilities (such as the internet, computers, Compact Disk Read Only Memory (CD-ROMs), college e-library, Gateway/Wifi and website) by the college management to enhance technological development in the institution, the college lecturers do not still utilize the vast ICT services adequately, thereby rendering the available ICT facilities underutilized. This situation is worrisome, in that, if not checked it may not only militate against the vision of the college which is to “produce relevant and competent graduates capable of providing efficient modern primary health care service”, but will also make the effort of the management fruitless, render the available ICT facilities useless, delay lecturers’ ability to promptly publish their research articles meant to enhance their promotion and advancement, bringing down the high standard of students’ academic performance, lead to technology phobia as well as not being able to produce students who can utilized ICT tools independently. It is against this background that the researcher deemed it fit to find out if lecturers’ characteristics such as gender, age, professional rank, area of specialization could be the factors responsible for utilization of ICT services in College of Health Technology, Calabar.

1.2. Purpose of the Study

The main purpose of this study was to examine lecturers’ characteristics on utilization of ICT services in College of Health Technology, Calabar. The specific objectives of the study were to:
- Examine the influence of lecturers’ gender on utilization of ICT services in College of Health Technology, Calabar
- Investigate how lecturers’ age influence utilization of ICT services in College of Health Technology, Calabar

1.3. Research Questions

The research questions posed to guide the study were as follows:
- How does lecturers’ gender influence utilization of ICT services in College of Health Technology, Calabar?
- To what extent does lecturers’ age influence utilization of ICT services in College of Health Technology, Calabar?

1.4. Statement of Hypotheses

The following hypotheses were formulated to guide the study and was tested at .05 level of significance.
- There is no significant influence of lecturers’ gender on utilization of ICT services in College of Health Technology, Calabar
- There is no significance influence of lecturers’ age on utilization of ICT services in College of Health Technology, Calabar

2. Literature Review

This section focuses on the review of related literature on the variables of the study by relevant scholars and researchers in order to assess what has already been documented on the subject under investigation. Literature review is presented under the following sub-headings:
Gender and utilization of ICT services
Age and utilization of ICT services

2.1. Gender and Utilization of ICT Services

Gender is a set of characteristics or traits that is related to sexuality identity of male or female, masculinity or femininity; and the socio-cultural constructs that society assigns to men and women. The basis of such constructs is shaped by ideological, historical, religious, ethnic, economic and political inequity, where men’s activities and their gender attribute are perceived as essentially superior to those of women.

In Nigeria, gender differences in ICT use may be linked to patterns of discrimination, and power relations within the home in the society. Gender differences and the use of ICT have been reported in several studies. However, studies concerning teachers’ gender and ICT use cited female teachers’ low levels of computer use as a result of their limited technology access, skill, and interest. The male lecturer is said to use more ICT facilities in their research, teaching and learning processes than their female counterparts (Ololube, Amaele, Kpolovie and Egbezor, 2012). Ololube, Kpolovie, Amanchukwu and Briggs (2013; Ziliak and McCloskey, 2008). Some studies have shown that gender variables were not a predictor of ICT adoption into teaching and research. For instance, Onasanya, et al. (2010) found that gender has no significant effect on lecturers’ attitude towards the use of ICT facilities in tertiary institutions of learning, though female lecturers should be encouraged to face the challenge of new technology.

According to the paucity of sex disaggregated information that is currently the norm in developing countries, reflect the more general dearth of statistical information on women’s activities across all sectors including access to education, health, personal security and leisure time. Notes that in spite of the gender component to the digital divide in several developed and many developing nations, poor documentation and paucity of data makes it difficult if not
impossible to make the case to policy makers for the inclusion of gender issues in ICT policies, plans and strategies. Put differently, it was acknowledged that “comprehensive ICT with a gender dimension across a large number of countries do not currently exist. The observed gap in availability of gender statistics is a problem as captained thus “without data, there is no visibility; without visibility, there is no priority”. In almost all cases, women have many disadvantages that result in their having less access to technology and therefore less use of it.

In the developed countries there are only two percent fewer women using the internet, in the developing world however, 16 percent fewer women than men use the internet. Out of the worlds’ 2.8 billion internet users, only 13 billion are women. Nigeria is 2.3 percent of the worlds’ population, the largest internet population in Africa and the 11th in the world. Her telecoms industry is the largest in Africa with 32.5 million having direct access to the internet via telecoms networks.

Facebook in Nigeria by gender distribution (Male 69%, Female, 31%). Evidence from the literature shows that access to new ICTs is still a faraway reality for vast majority of the people especially the women folk. It is against this premise that the World Summit on the Information Society (WSIS) held at Geneva in December 2003 was held mainly to address the challenges and possibilities resulting from ICTs. Even though certain authors claim that inadequate investigations have so far been identified in this area, i.e. how difference in gender influenced the use of ICT services by lecturers, some studies have acknowledged the fact that gender is undoubtedly one of the serious predictor that strongly influence the attitudes and behaviour of lecturers in the use of information and communication technology services (Weiser, 2000, Roy and Chi, 2003). Without any doubt, Information and Communication Technology (ICT) is acknowledged to have greater meaning and impact among different segments of the societies in the world today. Its capacity to make information more readily available to users in a more efficient and effective manner has accounted for the wider popularity of ICT against the traditional tools of mobilizing information. The gender question is an ongoing debate for many scholars, there’s a wide gap between men and women’s access and utilization of ICT.

In a study conducted in secondary schools in Mbaise to determine the extent of utilization of ICT among males and female teachers, it was revealed that male teachers have higher utilization means scores than their female counterparts. This is consistent with (Teczi, 2009; Cooper, 2006) who found differences in ICT usage between male and female teachers in favor of the male teachers. This result raises a major concern for awareness creation as well as concerted efforts to be made to get female teachers in the college to use ICT in their teaching. This is very necessary in view of their population in comparison to their male counterparts.

To furthermore, another study conducted in Turkey on Proportion of computer and internet use by gender clearly shows that females in Turkey use the internet less often. In their study, they also found that in Guinea, less than 10% of the internet users are women while in Djibouti, Greece and Nepal (less than 20%), India and Portugal women account for less than 25% users. In another study of 192 countries in 2005, education was found to be a major factor affecting ICT use by gender. Others include age and location (rural or urban). Importantly, the proportion of female internet users declined steeply with age according to Huyer, S., Hañkin, N., Ertl, H.and Dryburgh, H. (2005).

The effect of gender on ICT utilization has not been fully investigated in the Nigerian college context. As it is common sight in colleges these days that females outnumber males in the teaching profession, it then becomes pertinent that gender effect on ICT utilization by lecturers in colleges be examined. The Federal Republic of Nigeria has this lofty government policy on IT formulated in 2001 which places premium on provision and use of ICT at all levels of education (FRN, 2001).

This study was conducted to provide insights regarding the possible gender differences in the male and female students at tertiary level in term of information and communication technology use. The research was a descriptive in its nature. The objective of the study was to analyze the opportunities of access to Information and communication Technology (ICT) for male and female students at the university level. The population was the male and female students of the public sector universities of Pakistan. The purposive sampling technique was used to gather data from the faculty of social sciences of two public sector universities. Data were collected by administering a questionnaire based on a Likert- five-point scale. The data were tabulated, analyzed and interpreted. The percentage, Chi Square and mean were applied to analyze the data. The results of the analyzed data revealed that gender differences existed regarding access to ICT among university students.

 Provision of necessary support for equal access to female students in ICTs through expansion of ICT infrastructure in the educational institutions particularly in universities, Computer Assisted Instructions (CAI) system and awareness about the use of ICTs is essential to overcome the identified gender inequality.

This paper is a survey which was designed to ascertain the various Information and Communication Technology resources available for teaching and learning in secondary schools in Mbaise, Imo State Nigeria. The study is a descriptive survey. The population of the study is made up of all the secondary school teachers in all the forty Secondary Schools in Mbaise. A sample size of 264 respondents was selected for the study using stratified -random sampling technique. The instrument used for the collection of data was a set of researchers–made questionnaire. Data collected was analyzed using frequency counts and simple percentages, independent sample t-test and one-way analysis of variance (ANOVA). Result shows that the extent of availability of ICT resources in secondary schools in Mbaise is very low. The extent of utilization of ICT resources in teaching and learning is equally very low with male teachers having higher utilization mean scores than the female teachers.

The mean difference between the male and female teacher was found to be statistically significant. There was however no significant difference in ICT utilization means score between teachers based on teaching experience.
It was concluded that much need to be done by government in the area of provision of ICT resources for teaching and learning in this era of ICT-based learning. The paper recommends governments, non-governmental organizations and private individuals’ intervention in the provision of needed ICT resources in the schools among others. The effect of gender on ICT utilization has not been fully investigated in the Nigerian school context. As it is common sight in schools these days that females out number males in the teaching profession, it then becomes pertinent that gender effect on ICT utilization by teachers be examined. The Federal Republic of Nigeria has this lofty government policy on IT formulated in 2001 which places premium on provision and use of ICT at all levels of education (FRN, 2001). Most government policies die naturally because of lack of assessment of its implementation. In a state that has education as its biggest industry offering free education at all levels it is a worthwhile enterprise to ascertain how school ICT policy has been implemented. Now that the Joint Admission and Matriculations Board (JAMB) intends to fully implement Computer Based Test (CBT) in its Unified Tertiary Matriculation Examination (UTME) to place Nigerian education at par with global best practice by 2015, (Channels Television, 2012; NAN, 2014) it is imperative to investigate the availability of requisite ICTs for students learning and adequate preparation for this examination.

2.2. Age and Utilization of ICT Services

The United Nations (UN) with respect to age defines old people as person or individuals who are over 50 years of age. This therefore, means that any one below the age is automatically a youth or considered young. However, many people over 50 years of age do not just want to be associated (or identify themselves) with the word old. And this consequently highlights the risk associated with stereotyping some lecturers as old people.

It is traditionally believed that an increase in age results in a decrease in the tendency to read or deploy information and communication technology services or facilities (Bennet, 2003). Curriculum design, development and revision rest largely on older teacher educators. Their ICT behaviour becomes much more replicated in pre-service lecturers than the ICT behaviour of the younger colleague. Their disposition and skills will no doubt affect their views and perception on how and what ICT training content need be integrated into teacher education curriculum.

Apart from this, the effects of age start to become noticeable from the mid-fourties onward, so that aging people are not just another minority group but an important segment of the population (Hawthorn, 2000). Research results in some developed nations revealed narrowing gaps across age groups in ICT related behaviours. For example, Help guide (2004) found that older Americans are exhibiting better computer behaviour than in the former years. This position finds support in Luchetta (2000) but this narrowing gap across age groups in ICT related behaviour is not a global trend, for example, examining Norway’s situation, Hernes, Hestman and Haeland (2000) observed that the share of teachers who state that they have a good command of the use of the Internet is negatively correlated with age.

About 77% of the teachers who are 25 years or younger stated that they have a good command of the use of Internet, compared to 25% of the teachers who are 56 years or older.

Also, around 63% of the teachers who are 25 years or younger versus only 32% of the teachers who are 56 years or older have a positive attitude towards the use of the Internet in their own teaching. This is also consistent with the findings of Liang and Chao (2002) as they obtained that Taiwan younger teachers were the more literate on Internet. A different approach entirely was that of William, Wilson, Richardson, Tuson and Coles (2009) as they compared age and ICT attitude of teachers across primary and secondary schools in Scotland. On secondary teachers, clear attitudinal difference was not found across age groups. But amongst primary teachers it appears that rather more of the older respondents have a relatively negative attitude towards ICT. On Canadian teachers, Lam (2010) obtained that age affects the use of ICT in the classroom. It thus seems that the body of literatures yields mixed results. There is the need therefore for research position on this study in Nigeria.

Also, previous studies (already cited) have investigated age and ICT-related behaviours of teachers in primary and secondary schools; few have carried out this study on teachers of whose behaviours would model that of their trainees. The study examined ICT attitude, competence, and use pattern of teacher educators. It also examined the effect of age of educators on time used in interacting with ICT. Four hundred and sixty-seven teacher educators from 10 teacher education institutions (5 colleges of education and 5 universities) participated in the study. Data were collected with the aid of four research instruments.

Resulting data were analyzed using One-way ANOVA and Chi-square statistics. Findings revealed that age is not a factor when considering the attitudes, competence and use pattern of teacher educators. In addition, age was not found to affect the time used on ICT by higher education teachers in Nigeria. Informal observations reveal that older higher educators are naturally wary of ICT use in general. The popular saying “you cannot teach an old dog new tricks” seem to describe their disposition. If this is so, the situation portends great danger and bleak landscape for poor and nonexistent use of ICT in both primary and secondary schools’ classrooms. This is because older teacher educators are in most cases the senior teachers occupying professorial chairs. Also, the task of curriculum design, development and revision rest largely on older teacher educators. Their ICT behaviour becomes much more replicated in pre-service teachers than the ICT behaviour of the younger colleagues. Their disposition and skills will no doubt affect their views and perception on how and what ICT training content need be integrated into teacher education curriculum.

Apart from this, the effects of age start to become noticeable from the mid-fourties onward, so that aging people are not just another minority group but an important segment of the population (Hawthorn, 2000). This is also the case among teacher educators. If situation will improve a starting point is first answering the question what is the influence of age of
teacher educators on their ICT behaviour? The reason for starting from this point is because an intervention strategy (if there will be need for any) would require beyond mere speculations and informal observation. Empirical evidences are presently lacking in Nigeria. Thus, this study seeks to provide information that will assist in making informed data-based decision regarding ICT-related curricular and instructional matter.

The literature reviewed, revealed varying degrees of influence of lecturers’ characteristics variables on utilization of Information and Communication Technology (ICTs) services. It was revealed that gender of lecturers is a function of ICT use; there was various views in relation to lecturers’ age and utilization of ICT services.

The researcher observed that though the literature covered various parts of the world, study on lecturers’ characteristics has not been carried out in the College of Health Technology, Calabar. The findings of this study will add to the existing empirical literature on the variables under study.

3. Research Methodology

This study employs a descriptive survey design to investigate the lecturers’ characteristics and utilization of ICT services in College of Health Technology, Calabar, Cross River State, Nigeria

3.1. Population of the Study

The population of this study is made up of the entire 90 lecturers in the College of Health Technology, Calabar. Department of the College of Health Technology at the time of this study revealed that there are nine academic departments in the college with a total of 90 academic staff. Distribution of the academic staff was as follows: Public Health Nursing, (9), Environmental Health (27), Community Health (16), Medical Laboratory (10), Pharmacy (6), Computer Science (4), Health Information (9), Radiography (5), and Dispensing Opticianry (4).

3.2. Sampling Techniques

The sample technique adopted for this study was purposive sampling technique. Since the target population for this study being academic is few (90 lecturers), the researcher decided to utilized census survey where the entire 90 lecturers were involved in the research study. The instrument used for this study for data collection was a questionnaire titled “LECTURERS’ CHARACTERISTICS AND UTILIZATION OF ICT SERVICES Questionnaire (LCUICTSQ)” was developed into two sections. Section A of the questionnaire is made up of personal characteristics which includes; gender, age, professional rank and area of specialization. Section B contains 25 items and was designed to measure utilization of ICT services (i.e. the independent variable). The respondents were directed to rate the extent to which they utilized or made use of these ICT services by employing five-point Likert scale–typed questionnaire that consist of the following levels: always, often, sometimes, rarely and never.

3.3. Presentation of Result

3.3.1. Hypothesis One

There is no significant influence of lecturers’ gender on utilization of ICT services. The independent variable is lecturers’ gender categorized as male and female while the dependent variable is utilization of ICT services measured continuously. To test this hypothesis, independent t-test was used and the result as presented in table 1 showed that (t=.299, p>.05). Since p (.766) is greater than p (.05), this implies that there is no significant influence of lecturers’ gender on utilization of ICT services. Hence, the null hypothesis is retained. A cursory look at the table showed that the mean value (X=11.29) is not different from the mean value (X=11.11) for female lecturers. This showed that the two groups are not statistically different.

| Variable        | Gender | N   | Mean   | Std. Dev | Df  | t-cal | p-val |
|-----------------|--------|-----|--------|----------|-----|-------|-------|
| Utilization of ICT | Male   | 48  | 11.2917| 3.04546  | 98  | .299  | .766  |
|                 | Female | 42  | 11.1190| 2.32906  |     |       |       |

*Table 1: Independent T-Test Analysis of the Influence of Lecturers’ Gender on Utilization of ICT Services*

3.3.2. Hypothesis Two

There is no significant influence of lecturers’ age on utilization of ICT services. The independent variable is lecturers’ age categorized those between 27-36years, 37-46years, 47-56years and 57-above years while the dependent variable is utilization of ICT services measured continuously. To test this hypothesis, one way analysis of variance (ANOVA) was used and the result as presented in Table 2 showed that the mean value (X=12.25) of staff within 27-36years is greater than the mean value (X=11.90) of those within 47-56years, the mean value (X=10.34) of those within 37-46years and the mean value (X=8.91) of those within 57 years and above. This implies that those who are between the ages of 27-36years are more ICT prone than those staffing other age brackets. To further compare this mean difference, one-way analysis of variance (ANOVA) was used and the result showed that (F= 6.53, p<.05). Since p (.000) is less than p (.05), this implies that there is a significant influence of lecturers’ age on utilization of ICT services. Hence, the null hypothesis was rejected. A post hoc test was carried out using Scheffe’s comparison method and the result as presented in Table 3 showed that those who are in the age bracket of 27-36years are better than those who are 37-46 years and those who are 57 years and above in terms of utilization of ICT services. Moreso, those who are 47-56years are better than those who are between 57 years and above.
4. Discussion of Findings

4.1. Gender and Utilization of ICT Services

Hypothesis one that stated that there is no significant influence of lecturers’ gender on utilization of ICT services was retained. This implies that there is no significant influence of lecturers’ gender on utilization of ICT services. This could be due to the fact that ICT constitute an integral part of lecturer’s academic life irrespective of sex. Most of the publications that they make as well as the materials they acquire online are through the services of ICT that are provided in the college or outside the college. Thus, academic staff in College of Health Technology irrespective of their sex, depend maximally on ICT services for their academic activities.

The finding of the study was contrary to that of Cooper (2006) that carried out a study to determine the extent of utilization of ICT among male and female teachers in secondary schools in Mbaise. It was found that male teachers have higher utilization means scores than their female counterparts. This is consistent with (Tezci, 2009; Cooper, 2006) who found differences in ICT usage between male and female teachers in favor of the male teachers. This finding however, is in support of Rahimi and Yadollahi (2010) who found no difference in ICT use based on gender. This result raises a major concern for awareness creation as well as concerted efforts to be made to get female teachers in the college to use ICT in their teaching.

4.2. Age and Utilization of ICT Services

Hypothesis two that stated that there is no significant influence of lecturers’ age on utilization of ICT services was rejected. This implies that there is a significant influence of lecturers’ gender on utilization of ICT services. This could be due to the fact that those who are between the ages of 27-36 years are those that fall within the digital age. They explore with the computer as well as their phones. They stay in the internet longer and more frequent than those who are in other age bracket. The result could also be due to the fact that those within this age bracket are proactive and they use social media handle where they acquire a lot of information that are sometimes used for their academic work.

The finding of the study is in line with that of William, Wilson, Richardson, Tuson and Coles (2009) as they compared age and ICT attitude of teachers across primary and secondary schools in Scotland. On secondary teachers, clear attitudinal difference was not found across age groups. But amongst primary teachers it appears that rather more of the older respondents have a relatively negative attitude towards ICT. On Canadian teachers, Lam (2010) obtained that age affects the use of ICT in the classroom.

Similarly, the findings were in line with that of Hilary (2013) that carried out a study on demographic characteristics of staff and utilization of e-resources in school libraries. The finding of the study showed that age of the staff, academic rank and area of specialization significantly influence their utilization of e-resources in school libraries but gender was not statistically significant.

| Variables     | N  | Mean   | Std. Deviation |
|---------------|----|--------|----------------|
| 27-36years    | 32 | 12.2500| 2.98383        |
| 37-46years    | 26 | 10.3462| 2.38231        |
| 47-56years    | 21 | 11.9048| 2.42703        |
| 57-above years| 11 | 8.9091 | 3.0151         |
| Total         | 90 | 21.2111| 2.72110        |

Table 2: One-Way Analysis of Variance (ANOVA) Result on the Influence of Lecturers’ Age on Utilization of ICT Services

| Source of variation | SS    | Df | MS     | F      | Sig.   |
|---------------------|-------|----|--------|--------|--------|
| Between Groups      | 122.386 | 3  | 40.795 | 6.538  | .000   |
| Within Groups       | 536.603 | 86 | 6.240  | .266   | .970   |
| Total               | 658.989 | 89 |        |        |        |

Table 3: Scheffe’s Post Hoc Analysis of the Influence of Lecturers’ Age on Utilization of ICT Services

| (I) Age of lecturers | (J) Age of lecturers | Mean Difference (I-J) | Std. Error | Sig. |
|----------------------|----------------------|-----------------------|------------|------|
| 27-36years           | 37-46yrs             | 1.90385*              | .65952     | .046 |
| 27-36yrs             | 47-56yrs             | .34524                | .70150     | .970 |
| 27-36yrs             | 57-above yrs.        | 3.34091*              | .87305     | .004 |
| 37-46years           | 27-36yrs             | -1.90385*             | .65952     | .046 |
| 37-46yrs             | 47-56yrs             | -1.55861              | .73288     | .218 |
| 37-46yrs             | 57-above yrs.        | 1.43706               | .89845     | .469 |
| 47-56years           | 27-36yrs             | -.34524               | .70150     | .970 |
| 47-56yrs             | 37-46yrs             | 1.55861               | .73288     | .218 |
| 47-56yrs             | 57-above yrs.        | 2.99567*              | .92971     | .020 |
| 57-above years       | 27-36yrs             | -3.34091*             | .87305     | .004 |
| 57-above years       | 37-46yrs             | -1.43706              | .89845     | .469 |
| 57-above years       | 47-56yrs             | -2.99567*             | .92971     | .020 |
5. Conclusion

Based on the findings of this study, the conclusions drawn were that adequate use of ICT services by lecturers in the college will improve their proficiency in the deployment of ICT tools, aids in publication process as well as providing opportunity for their academic activities.

6. Recommendations

Based on the findings of the study, the following recommendations are made:

- Awareness and enlightenment on ICTs programmes be stepped up by the Government, the school authority and other bodies like the non-governmental organization.
- The Government should provide free and highly subsidized computers and internet to lecturers/staff of institutions.
- Incentives like upgrading and promotion should be given to staff who go on training so as to motivate other staff to embrace training programmes on ICT.
- Practical on the access and utilization of e-library should be organized by the college librarian to serve as mean to motivate lecturers to make maximum use of the e-library facilities

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