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Information and Communication Technology (ICT) Skills Usage Amongst Undergraduate Students in Universities in Imo State

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Abstract

This inquiry analyzed ICT usage skills acquired by undergraduate students in universities in Imo State. The investigation was a survey. The population comprised two thousand seven hundred and seven (2707) undergraduate students in the two universities. This was based on the eight (8) departments from five (5) schools in FUTO and nine (9) departments from the nine (9) faculties in IMSU chosen out of the total number of schools/departments in the universities as at the study time. The departments were chosen based on the courses offered. The strata of final-year students were selected. This was because they were in the research class and mostly utilized ICT facilities for their research projects. Twenty-five percent (25%) of the population was chosen which gave a total sample size of six hundred and seventy-seven (677) final year undergraduate students. This consisted of 363 and 314 students from FUTO and IMSU respectively. Data were gathered through a researcher's self-administered questionnaire. A total of six hundred and twenty (620) respondents duly completed the questionnaire which was collected by the researcher by hand. Data were analyzed using descriptive statistics such as percentages, and frequency distributions. The findings showed that the students acquired basic ICT skills in computer, Internet, information, and media literacies mostly from business centers/cybercafes. Poor funding, the limited duration for use of available ICTs, and lack of appropriate facilities for teaching and learning were identified as significant issues associated with the acquisition of ICT skills by the undergraduate students. The study thus recommended that universities in Imo State should be properly funded to foster the acquisition of appropriate ICT facilities for optimal use by the students in their learning activities. This will make the students more knowledgeable in the usage of the facilities and consequently possess the requisite skills to use them.

Introduction

Information and Communication Technology (ICT) is referred to by Hashmi, Dahar, and Sharif (2019), as an ordering of special equipment used to share ideas and information among everyone. It may be used to store, process, and organize information. This all-encompassing definition of ICT includes a variety of technology like recordings, DVDs, phones, satellites, radios, TV, PCs, gear and programming framework, advancement, hardware, specific managements, and practical services. It is important to say that these technologies mentioned above only emphasize a new mechanism for handling an already existing information resource which is: information.

Presently, the quick presentation and significance of information and communication technology (ICT) have caught the consideration of individuals from all works of life, most especially in many aspects of our daily lives – at home, in school, and at work. In other words, ICTs utilization is practically unavoidable in our everyday lives. Its effect is felt much in every part of society by its common expanding request in the school environment. This is the reason it has become clear that the utilization of the ICT framework in all areas of life is currently known and generally adequate (Madu, Vandi & Chagwa, 2018). There has been a significant change brought about by the advent of ICT in universities. As a result, ICT facilities in universities can be used in support of administrative processes, teaching and learning, research, national networking, libraries and information services, and so on. This was why ICT has been seen as a tool for potentially transforming relationships among students, faculty, staff, and other stakeholders. There is no doubt that the impact of ICT in the educational sector has been particularly revolutionary and has become an enabler of efficient and effective learning and research environment.

Study Areas

The study areas for this investigation are the Federal University of Technology, Owerri (FUTO), and Imo State University, Owerri (IMSU). The Federal University of Technology, Owerri (FUTO), the premier University of Technology in Nigeria was established in 1980 to operate practical and result-oriented programmes and learning geared towards transforming the nation's economy from consumer-oriented to production-oriented, with a sound-technological base. The university has ten (10) Schools, one (1) Directorate, three (3) institutes, fifty-one (51) Departments, two (2) academic centers with over one hundred and sixty-five (165) professors, nine hundred and fifty-six (956) excellent lecturers, twenty thousand (20,000) and four-thousand (4,000) undergraduates and postgraduate students (www.futo.edu.ng/acefuels-futo/about-us/).

Imo State University was established as a state-owned university in 1981 through Law No. 4 passed by the Imo State House of Assembly, Owerri. The University was so established to encourage the advancement of learning through teaching and research. To foster creativity, discipline, and inventiveness,

as well as of patriotism and community service in the Imo State of Nigeria in particular, Nigeria in general, and the world at large. As of now, the university has sixty-nine (69) Departments from eleven (11) Faculties, an ICT center, and an e-library.

Statement of the Problem

Information and communication technologies have made the world a worldwide-town. As a result, human endeavors - commerce, politics, sports, religion, education, and so on have become globalized. For undergraduate students to search and retrieve data to support their classroom learning, they must acquire the necessary ICT skills to do so. Unless they possess these requisite ICT skills while at school, they will not be able to compete effectively with their counterparts in the global market force after graduation. The acquisition of necessary skills for use of ICT facilities is even more critical because effective use of ICTs help in producing high-level manpower in all fields of human endeavor.

It was observed that undergraduate students in Universities in Imo State are underutilizing the available ICT facilities in their institutions to aid their learning and research activities. This might be attributed to the absence of possession of essential skills for ICT usage. It appears that there is a paucity of documented empirical evidence on ICT skills usage amongst undergraduate students in Universities in Imo State. Therefore, empirical studies on ICT utilization skills amongst undergraduate students in Universities in Imo State need to be carried out from time to time. Such studies will provide useful empirical knowledge on skills needed for ICT use by students in universities in Imo State. It will provide useful information to education planners to incorporate ICT into the undergraduate scholastic educational program and instructing ICT proficiency courses to students.The study will also provide the university management with information that will help them to review available ICT facilities in the institutions and the need to provide those that are not available.

Objectives of the Study

The overall goal of this paper is to analyze the ICT utilization skills of undergraduate students in universities in Imo State. Thus, the accompanying research questions were presented to direct this investigation:

Research Questions

(a). What are the skills acquired for ICT use by undergraduate students in universities in Imo State?

(b). What are the sources of acquisition of ICT utilization skills by undergraduate students in universities in Imo State?

(c). What are the challenges associated with ICT utilization skills by undergraduate students in universities in Nigeria?

Literature Review

Concept of Undergraduate Students

Universities are seen as where knowledge is generated, gathered, and transferred. To make learning in a university to be functional and effective, there must be students especially undergraduates. Undergraduate students are students in tertiary institutions seeking after their first-degree programmes in different fields Osinade, Philips, and Ojo (as cited in Adeoye & Adeoye, 2017). These students according to Jamogha, Jamogha, and Godwin (2020) constitute a greater percentage of students in universities. For undergraduate students to learn effectively and efficiently, they must be provided with various information resources through their university libraries to supplement their classroom learning. Today, these students can only have access to the provided information resources through the use of ICT facilities. Hence, for the undergraduate students to access these information resources to satisfy their varying and changing information needs, they must possess some requisite ICT skills to do so. This is why Madu, Vandi, and Chagwa (2018) posited that it is obvious that the use of available ICT facilities/tools is preceded by user's skills which empowers them to exploit ICT and fulfill their data needs.

Concept of ICT Literacy Skills

Nowadays, for undergraduate students to get information to support their learning and research activities, they should have the requisite ability which is alluded to as an ICT literacy skill. ICT literacy proficiencies have been variously defined by many scholars. Anyim (2018), defined ICT literacy skill as the ability to use digital technology, communication tools, and/or networks to define, access, manage, integrate, evaluate, create, and communicate information ethically and legally to function in a knowledge society. Quadri (as cited in Ukaegbu & Wegwu, 2019), described ICT skills as the abilities for the collection, effective processing, storing, transmitting, and dissemination of information that enables the utilization of computers and related advances to meet individual, scholarly, and work market objectives. ICT education abilities are important as the new literacy is required for effectively using ICT to accomplish functions in an information age (Ugwuanyi, 2011). The author further expressed that the ability of users and librarians alike to use the Internet depends on the degree of proficiency, training,and the advances concerned. Similarly, Israel and Edesiri (2013) opined that ICT skill is an essential requirement for one to operate in the knowledge society of the 21st Century. Mike (2014) emphasized that outfitting undergraduates with various abilities in the university will make them naturally dependent, pertinent, and practical individuals from the general public whether employed by the government or independently employed. For this paper, the basic literacy skills that undergraduate students need to acquire while in school and which will enable them to fit into the market force on graduation such as computer, Internet, information, and media literacies skills will be dealt upon below:

Types of ICT Literacy Skills

(a). **Computer Literacy Skill**

The utilization of innovations such as the computer has turned into a vital piece of contemporary life and has straightforwardly influenced correspondence, instruction, amusement, and work (Huffman & Huffman, 2012). Therefore, computer education has been perceived to be accessible for undergraduates as it not just guides the learning interaction, it gives undergraduates mentalities that will be needed in their future work life (Tewri, Mtose & IIesanmi, 2018). Reitz (as referred to in Ogbuiyi, 2015), characterized computer education as the abilities needed to recover data productively and impart adequately utilizing computer equipment and programming, in light of applied comprehension of computer innovation and how it tends to be utilized to achieve explicit undertakings, including a consciousness of its intrinsic limits just as its benefits. Safhieh and Aseni (as referred to in Ogbuiyi, 2015) expressed that it is the information and capacity an individual needs to utilize computers and innovation effectively. In other words, computer education is the information and capacity to utilize computers productively and successfully with capable abilities covering levels of rudimentary use to programming and progressed critical thinking. Tharangaine,Wickremasinghe, and Lakraj (2011), attests that a student has "computer proficiency" if he/she has every one of the accompanying six abilities:

i. Skills in basic hardware and basic operating system functions - identifying computer parts, powering up and shutting down the computer, open/save files, and recognize different file types.

ii. Skills in word processing - create, save, print documents, insert tables/charts/labels/symbols, format page layout (margins, page number, and page borders).

iii. Skills in spreadsheet - create/save/print spreadsheets, insert tables/ charts, insert function and formula.

iv. Skills in presentation graphic - create/save/print slide shows, insert new slide/layout/tables/charts and create animations.

v. Skills in databases design, basic databases with queries and reports/forms.

vi. Skills on the Internet and e-mail-surfing the Internet and sending email messages.

Hence, studies on undergraduate students' computer literacy skills abound in the literature. Odede (2018) showed that the majority 197 (98.5%) of the participants were able to use Internet browsers, 194 (97%) and 190 (95%) were skilled in word processing and using e-mails respectively. The investigation of Brar, Brar, and Kaur (2017) showed that 80.4% of LIS undergraduates have the ability in Microsoft Office, 78% in Multimedia Application, 76.8% in Email and 3.2% in Web planning and among undergraduates of different courses, 76% have skill in Microsoft Office, 68% in Email and 39.2% in Multimedia Application. In Siddiquah and Salim (2017) study, most of the undergraduates had a few abilities, for example, information on Microsoft word, Microsoft Word, Microsoft PowerPoint, search and browsing on the Internet,

social networking, email, uploading files, and video games. Ogbuiyi (2015) study showed that 240 (84.2%) of the respondents are capable in the utilization of Microsoft Word.

Internet Literacy Skill

The skill that one has or needs to use the Internet is known as "Internet Literacy Skill". Obasuyi and Otabor (2012), depicted the Internet proficiency ability of university undergraduates as an overall proportion of their ability to utilize the Internet for instructive and learning purposes. Lou, Shih, Liu, Guo, and Tseng (2010) posited that Internet education is a piece of data proficiency including essential computer proficiency. The authors further posited that Internet proficiency isn't just about site examination. It incorporates the abilities it takes to peruse, disperse and assess online sources to mingle, arrange, and work together with individuals. To have Internet proficiency abilities, tertiary schools undergraduates ought to perform the accompanying assignments under Internet abilities: (a). capability to use the WWW (b). sending e-mail message (c). using the WWW to find specific information (d). taking part in an online discussion group and chatting (e). sending an attachment with an e-mail message. (f). downloading a file from the Internet or WWW (h). saving an image or graphic from WWW pages (i). creating a WWW page. The results of the Obasuyi and Otabor (2012) survey showed that most undergraduates could access and utilize the majority of the Internet abilities needed besides making website pages. This showed that the Physical Science undergraduates of the University of Benin were Internet proficient. Murray and Blyth (2011) finding discovered that the respondents have slightly below average Internet literacy. Likewise, Odede and Enakerakpo (2014) found that university undergraduates have satisfactory ICT abilities and can proficiently utilize the Internet.

Information Literacy Skills

According to Baro and Keboh (2012), the rapid advancement in Information and Communication Technologies (ICTs) has prompted the rise of data proficiency abilities throughout the planet as fundamental expertise for the 21st century. As a result, many authors have described the term "information literacy" in so many ways. Krubu, Idhalama, and Omigie (2017), described data proficiency as the capacity to perceive a data need, proficiently access data assets, and assess data in a closing attempt to the information gap. It is a bunch of abilities required in the 21st C work-place, all the more so as "the uncertain quality and expanding quantity of information pose large challenges for society" ACRL:4 (as cited in Krubu, Idhalama & Omigie, 2017). This arrangement of abilities called data proficiency expertise is required by students in all fields of human undertaking. Data proficiency abilities are key pieces of the alumni ascribes and abilities set needed by the work-place in Nigeria (Krubu, 2015). It is a pivotal ability in the technically filled 21st century. It is perceived in the world and in Nigeria as a driving instrument for progress and improvement in this period of data expansion. Undergraduates are confronted with different and abundant data decisions in their

educational programmes. This is because data is accessible in unfiltered designs, bringing up issues about its genuineness, legitimacy, and dependable quality (Baro, 2011). Accordingly, undergraduates are required to master and obtain data proficiency abilities while in the academy. The American Library Association (ALA) as referred to in (Anafo & Filson, 2014), depicted a data-educated individual as one who can (a) decide the degree of data required (b). access the required data viably and productively (c) assess data and its sources basically; (d). join chosen data into one's information base; (e) use data viably to achieve a particular reason (f) comprehend the financial, legitimate, and social issues encompassing the utilization of data; (g) access and use data morally and lawfully. Nwankwo, Obiadazie, and Ofordile (2019) in their study found that undergraduate library clients of the two universities sampled have data education proficiencies. This is because they have the information on when data is required, how to find data, assess data and use data. Kunakornsakul and Pinit (2012) discovered that the data proficiency level of undergraduates at the University of Technology was low. In Nigeria, studies by (Adetimirin, 2012; Ukpebor and Emojorho, 2012; Krubu, 2015) showed that the data education levels of Nigerian students are insufficient, even though a few undergraduates have obtained a specific degree of data proficiency including technological abilities.

Media Literacy Skills

Today in the ICT period, individuals get data through the Internet and telephones. All that we do today is influenced by information and all types of media. This is the reason the procurement of media education is important for all. Media proficiency has been characterized in different manners by numerous researchers. Buckingham (as referred to in Aduloju, 2019) alluded to media proficiency as a bunch of abilities that empowers people to work adequately in data recovery task in the innovation situated climate. Gallagher and Magid (2017), portrayed it as the capacity to ponder urgently around the data you use and make. The author further sets that it includes the capacity to recognize certainty from assessment and to see how media can be utilized to convince individuals. Aduloju (2019) thought that media proficiency targets expanding crowd information and comprehension of the mass correspondence measure and the broad communications enterprises; raising students' familiarity with how they can cooperate to make media substance and significance; assisting them with turning out to be talented and proficient media customers. In other words, media proficiency is important as it arms the students with the required abilities for turning out to be educated and basic scholars in our current reality where innovation and media are omnipresent, assisting with vaccinating youngsters against the unnecessary influence and bogus data (Gallagher and Magid, 2017). In literature, studies abound on media literacy by undergraduate students in universities. Shin and Zanuddin (2019) saw that the degree of media proficiency among the greater part of the respondents (61.7%) was at the medium level, and (32%) at the top-level. Just 6.3% of the respondents were at a low level. Tetep (2019) study, showed that the media proficiency abilities of 100 respondents were at the fundamental level with 65-

80% of respondents. This demonstrated that the normal respondents' specialized capacity in media proficiency was at the fundamental level. Balaban-Sali (2012) result showed that the normal new media education level of respondents in the study was medium. This implies that the members were by and large recently educated in the media climate. Literat's (2011)finding showed that people who use and produce new media widely had the top-most new media proficiency level.

Sources of Acquisition of ICT Skills

It was observed in the literature that undergraduate students acquire skills for ICT usage through various sources, means, and ways. In Isreal and Edesiri's (2014) study, most of the students 158 (66.4%) gained ICT abilities through the incorporation of ICT into their course of study at the university. Siddiquah and Salim (2017), showed that most of the undergraduates (53.6%) likewise concentrated on a few courses identified with a computer in their degree-program at the university. Isreal (2018), showed that the majority 189 (94.5%) of the participants acquired computer literacy skills through guidance from colleagues and friends. The least method of acquiring computer literacy was through courses offered by the university as indicated by 121 (60.5%) of the participants. Bhatti and Qureshi (2016) showed that the dominant part of the respondents learned computer literacy skills through guidance from colleagues and friends and also through trial and error. Bank, Jena, and Sethy's (2015) study showed that about 63 (52.5%) students access the internet from a cybercafe.

Challenges Associated with Acquisition of ICT Skills by Undergraduate Students

There are numerous challenges seen in writing that are related to the acquisition of ICT abilities by university undergraduates. Ogbuiyi (2015) showed that frequent breakdown of the system, lack of information literacy, and sponsorship to computers/IT training program in the University Library are the major problems encountered in the use of the computer as indicated by 242 (84.9%) and 280 (98.2%) of the respondents. In Nwankwo, Obiadazie, and Ofordile (2019) study, the respondents scored lack of understanding of the concept of information literacy (3.66) as the highest impediment to ICT skill acquisition. The findings of Wogu, Chukwu, Ugwuoke, Ugwulor-Onyinyechi, and Nwankiti (2019) showed the deficiencies in media literacy amongst mass communication students to include poor funding and lack of appropriate facilities for teaching and learning media techniques and skills, inadequate curriculum, incessant academic staff strike that limits both thematic scope and period for covering curriculum and poor quality of media technology skill of lecturers and teaching methods. Likewise, Anyim, (2018) mentioned lack of funding, failure of the curriculum to include ICT, poor attitudes toward acquiring ICT skills, unavailability of training opportunities, poor ICT facilities, high cost of ICT literacy training, and lack of interest in digital information as some of the challenges of acquiring ICT skills by students. Siddiquah and Salim (2017) noticed that low processor speed of computers, weak or signal problem in using the Internet, a virus threat,

poor working conditions of computers, load shedding, and lack of internet access are the problems faced by the majority of the students. Also, Lwoga, Sife, Busagala, and Chilimo (2016) attributed the challenges to the acquisition of ICT literacy skills to material and human factors. The authors asserted that over-dependence on donor support, low bandwidth, inadequate ICT facilities, under-utilization of the few available ICT facilities, inadequate ICT training, and failure to retain ICT manpower proved to be a threat to the acquisition of ICT literacy skills. Anene and Odumih (2014), Jegede (2014), and Idowu and Esere (2013) showed that the government's lack of interest in providing ICTs facilities and poor funding is part of the problems hindering students from acquiring ICT literacy skills in universities. The findings of Adetimirin (2012) showed that the major constraints to the acquisition of ICT literacy by undergraduates include irregular power supply, inadequate ICT and limited duration of the use of the available ICT as indicated by more than half of the respondents.

Methodology

The investigation utilized a survey research plan. It was done in the two universities in Imo State specifically the Federal University of Technology, Owerri, and Imo State University, Owerri. The population consisted of two thousand, seven hundred and seven (2707) undergraduate students in both universities. As at the time of the study, there were forty-nine (49) departments in nine (9) faculties in IMSU and thirty-five (35) departments in five (5) schools in FUTO. The departments were selected on the type of courses offered. Based on this, nine (9) departments from the nine (9) faculties in IMSU and eight (8) departments from five (5) schools in FUTO were selected. The strata of final year students were selected for the reason that they are in the research class and they mostly utilized ICT facilities for their research projects. Twenty-five percent (25%) of the total number of final year students in the selected departments in each of the universities were finally selected as a sample for the study. This gave a total sample size of six hundred and seventy-seven (677) final year undergraduate students made up of three hundred and sixty-three (363) students from FUTO and three hundred and fourteen (314) from IMSU respectively. Data were collated through a self-administered questionnaire by the researcher. A total of six hundred and twenty (620) respondents duly completed the questionnaire which was collected by the researcher by hand. This gave a response rate of 91.2%. The data were analyzed using descriptive statistics such as percentages, and frequency distributions.

RESULTS AND DISCUSSION

Table 1: Respondents' Demographic Data

	Category	Frequency	Percent
Gender	Male	370	59.7
	Female	250	40.3
Age	22-25	124	20.0
	25-29	200	32.3
	30-33	150	24.2
	34-37	146	23.5
Marital Status	Single	610	98.4
	Married	10	1.6
	Arts	70	11.3
	Engineering	130	20.9
Course of Study	Agriculture	65	10.5
	Medicine	80	12.9
	Education	60	9.6
	Social Science	70	11.3
	Law	90	14.5
	Management	55	8.8

Table 1 showed that most of the respondents (59.7%) were males which showed that most of the students in science-based courses were males. Most of the students were between the ages of 22 – 29 years old. This showed that they are young adults who are eager and curious to acquire the requisite ICTs skills to use ICT facilities to support their learning and research activities. About 98.4% of the respondents are single and this was probably because they were still dependent. Most of the respondents (44.4%) were science-based. This was probably because one of the universities is a science and technology university while the other is a conventional university.

Table 2: Types of Skills Acquired for ICT Use by Undergraduate Students in Universities in Imo State
The distribution of respondents according to types of skills acquired for ICT use is shown in table 2.

Types of Skill	No. of Responses	Percentage (%)
Computer literacy skill	620	100
Internet literacy skill	620	100
Information literacy skill	215	34.7
Media literacy skill	600	88.7

All the respondents (100%) indicated that they acquired computer and Internet literacy training mostly.This proves the discoveries of Ogbuiyi (2015) which showed that 240 (84.4%) of the respondents are capable of Microsoft Word. This likewise agrees with Odede and Enakerakpo (2014) which showed that the undergraduates have satisfactory ICT abilities and can proficiently utilize the Internet. The least type of skill acquired by the respondents through the training was information literacy skill as indicated by 34.7% of the respondents as shown in the table above. This is an indication of the need for universities in Imo State to provide computers and Internet facilities in their universities.

Table 3. Sources of Acquiring ICT Utilization Skills by Undergraduates in Universities in Imo State

Distribution of Sources of Training for Acquiring ICT Utilization Skills

Sources of Training	No. of Responses	Percentage (%)
University	0	0
Business Centers/cybercafe	620	100

The findings of this study indicated that all the respondents (100%) had basic training in the following areas: computer, Internet, information, and media literacies. Also, all the respondents acquired the training from business centers. However, their universities did not provide the training for them. This finding agrees with that of Bank, Jena, and Sethy (2015) which showed that about 63 (52.2%) of the respondents access the Internet from a cybercafe. The finding showed that the least method of acquiring computer literacy was through courses offered by the university as indicated by 121 (60.5%) of the participants.

Table 4: Problems Associated with Acquisition of ICT Utilization Skills by Undergraduate Students in in Universities Imo State

The problems associated with the acquisition of ICT Utilization skills by undergraduate students

Problems	No. of Responses	Percentage (%)
Poor funding	620	100%
Lack of appropriate facilities for teaching and learning ICT skills	510	82.3
Poor attitude towards acquiring ICT skills	210	33.9
Failure of curriculum to include ICT	350	56.5
Limited duration for use of available ICT	600	96.8
Inadequate ICT training	370	60.0

Table 4 shows that poor funding is a major challenge associated with the procurement of ICT skills by undergraduates in universities in Imo State as indicated by 100% of the respondents. This was followed by the limited duration for use of available ICT and lack of appropriate facilities for teaching and learning ICT skills as shown by (96.8%) and (82.3%) of the respondents respectively. This finding is in line with that of Wogu, Chukwu, Ugwuoke, Ugwulor-Onyinyechi & Nwankiti (2019), Lowga, Sife, Busagala and Chilimo (2016), and Anyim (2018) which indicated that poor funding, lack of appropriate facilities for teaching and learning media techniques and skills, underutilization of few available ICT facilities and limited duration for use of available ICT facilities are the major challenges associated with the acquisition of ICT skills by undergraduate students respectively. This is an indication of the need for the government to show interest and provide proper funding to enable universities to provide ICT facilities on campuses for use by the students.

Conclusion and Recommendations

The effect of ICT is presently felt in pretty much every part of society remembering the expanding request of its commonality for the school environment. This is why the use of ICT facilities in the university system by undergraduates cannot be overemphasized. The students are expected to achieve their desired learning objectives through ICT usage. Also, these students can only use the ICT facilities if only they possess the requisite ICT skills. As at the time of this study, the provision of ICT facilities in the said universities was inadequate. This may have led to non-use of the facilities or lack of possession of requisite ICT utilization skills. Poor funding was identified as a major issues related to the procurement of ICT skills in the universities. It is the responsibility of universities to train middle and high-level manpower to fit into the workforce on graduation. As a result of this, universities cannot be left out of the ICT world. Hence, to stand in good stead to produce middle and high-level manpower who are ICT-compliant, there is a need for proper funding of universities in Imo State. This will enable the universities to acquire ICT facilities and maintain them for optimal use. The optimal use of the ICT facilities for both teaching and learning will enable students to know how to use them and consequently possess the requisite skills to use them.

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