

Knowledge and Utilization of Ict Facilities among Lecturers of a College Of Nursing and Midwifery in Nigeria

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Abstract:

Background: Information communication technology is a powerful tool for achieving quality education. The Nursing teacher must be knowledgeable about ICT and know how to utilize this tool in training polyvalent Nurses that will meet societal need in patient care. Unfortunately, the use of ICT in nurse training in Africa is not consistent. The aim of this study therefore, is to investigate knowledge and utilization of ICT facilities among lecturers of college of nursing and midwifery, Vom, Plateau State, Nigeria.

Materials and Methods: The study was descriptive survey. The population of the study was 56 lecturers. Sample size used was 46 lecturers selected using purposive sampling technique. Data were collected using structured questionnaire, which was analyzed using descriptive and inferential statistics.

Results: Lecturers have good knowledge and utilize ICT tools such as computer, power point, adobe reader, digital camera and overhead project. Overhead projector, photocopier, printer and scanner were available ICT tools. Internet, computers, e-library and functional ICT laboratory were lacking. Erratic power supply, lack of ICT technical support, lack of management encouragement and support in ICT training for staff were the factors that affect the use of ICT among respondents.

Conclusions: Respondents have good knowledge and utilize ICT tools in their disposal. Few ICT tools were available while the basic ICT tools/facilities were not available. Erratic power supply, lack of ICT technical support, lack of management encouragement and support are key factors that influence the use of ICT.

Key Word: ICT materials, Utilization; Knowledge; Lecturers, factors

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I. Introduction

Information communication technology is a powerful tool for global social economic affairs; fight against world poverty, providing developing countries with opportunities to meet development goals, such as poverty reduction, basic health care and quality education^{1,2}. Consequently, the use of this powerful tool (ICT) has become increasingly significant in achieving quality education in science and technology³ as this is a modern, efficient and cost-effective process and has created a way to transform instructional methods in science education. Fast development in ICT is shaping a new world in which Nursing education at all levels can no longer be assimilated to a group of learners in a class room listening and watching a teacher with a textbook or papers following a fixed curriculum. The Nursing teacher as a critical change agent at the academic work floor must be knowledgeable about ICT and how to utilize this tool so that they can be instrumental agents by which changes in nursing education can be realistic and beneficial to training polyvalent Nurses that will meet societal need in patient care effectively. Nursing is one of the key professions that play significant roles in the nation's health care delivery system and so it is expected that nursing schools should be kept abreast of trends in information and communication technology developments⁴. The world presently is knowledge driven and ICT has taken the centre stage in almost everything, compared with developed countries, the use of ICT in education program in developing countries is relatively limited. Factors such as shortage of finance, lack of trained teachers' interest among others could be responsible for this limited level of ICT utilization in education¹. Studies have shown that the use of ICT in nurse training in Africa is not consistent. It has been noted that while Nursing students are comfortable in using ICT platforms for leisure and personal activities, nursing educators display limited abilities to in co-operate IT into their classrooms and offices. Nursing educators should adapt ICT in pedagogy to stimulate learning interest in students else learning will be thwarted by boredom⁵. The inevitable assimilation of ICT into nursing education will demand that nursing educators are equipped with the necessary ICT skills and attributes to cope in teaching and learning environment⁶. Because of the important position that Nursing occupies in the health care delivery system, the training of this professionals must be of

high quality. Consequently, the quality instructional methods and materials must be employed to ensure effective and quality training of Nurses and Midwives. ICT has the capacity to accelerate, enrich and deepens the teachers' skills; motivate and engage student's learning; helps to relate school experiences to work practices; contributes to radical changes in school and strengthen the teaching⁷. But unfortunately, it has been observed that most lecturers in Nigeria tertiary institutions lack adequate pedagogical knowledge for effective utilization of ICT resources for teaching⁸. This prompted the researcher to investigate the knowledge and level of utilization of ICT among lecturers in College of Nursing and Midwifery, Vom, Plateau State.

II. Materials and Methods

Research Design: This research work is a descriptive survey study. This is suitable for assessing characteristics of individuals.

Study Location: The research was conducted in Plateau state college of nursing and midwifery Vom, in Jos south local government of Plateau state, Nigeria. The headquarters is about 40km from the capital city of Jos. The college also has a campus in the old Jos University Teaching Hospital Compound located at the Murtala Mohammed way, in the heart of the city capital Jos, in Jos North Local Government Area. The College has four schools (School of basic Midwifery in Vom campus, School of Post basic midwifery at the Jos Campus, and Schools of Nursing at the Jos and Vom campuses.

Study duration: August, 2018 to May, 2019.

Sample Size: 61 lecturers of the college

Sample size determination: The researcher used the entire sampling frame of sixty one (61) for the study since the population size is manageable.

Instrument for Data Collection

The instrument that was used for collecting data was structured questionnaire with reliability coefficient of 0.7. The questionnaire comprised of five (5) sections (Section A: Demographic data; Section B: knowledge of ICT among lecturers of College of Nursing and Midwifery Vom; Section C; utilization of ICT by the lecturers; Section D; availability of ICT facilities and Section E; factors influencing utilization of ICT). Section A will comprise of both open and close ended questions Section B to E will be in 5-scale likert (strongly agreed SA, agreed A, undecided U, disagreed D, and strongly disagreed SD). A decision mean of 3.0 and above was considered an agreement with the item. While decision mean of less than 3.0 will be considered as disagreement with the item.

Data Analysis

The data collected was analyzed using both descriptive and inferential statistics. Data was organized and run with SPSS version 20 and presented in tables of frequency and percentage. Chi-square was applied in testing hypotheses.

III. Result

Research question 1: What is the knowledge base of lecturers in College of Nursing and Midwifery Vom on ICT?

Table 1: Respondents' Knowledge of ICT

n=46

Item	Statement	SD	D	U	A	SA	\bar{X}	S.D.	Comment
1	I know the meaning of ICT	0	0	1	8	37	4.78	0.47	Accept
2	ICT means informationCommunication technology	1	0	0	4	41	4.83	0.64	Accept
3	ICT means information computer	27	12	3	2	2	1.70	1.07	Reject
4	I have received a formal training	5	12	1	16	12	3.39	1.41	Accept
5	I have received an informal	11	8	3	20	4	2.96	1.40	Reject
6	I have not received any form of	24	13	3	5	1	1.83	1.10	Reject
7	I have a certificate in Computer	14	13	1	11	7	2.65	1.51	Reject
8	I find it difficult to use Microsoft	14	12	6	12	2	2.48	1.30	Reject
9	I can use Microsoft Excel for	4	12	8	17	5	3.15	1.19	Accept
10	I find it difficult to use CorelDraw	9	11	9	9	8	2.91	1.40	Reject
11	I can use Adobe Acrobat for	10	12	7	12	5	2.78	1.35	Reject
12	I can use E-mail to give	5	7	2	19	13	3.61	1.34	Accept
13	I can use the Internet to source	0	1	1	15	29	4.57	0.66	Accept
14	I can prepare PowerPoint and use	2	5	6	9	24	4.04	1.23	Accept
15	I can use Digital camera to get	4	10	7	18	7	3.30	1.23	Accept
16	I know how to use Multimedia	3	8	5	17	13	3.63	1.25	Accept
17	I know how to use Interactive	8	5	9	13	11	3.30	1.41	Accept
18	I can create Facebook page and use it to teach my students.	8	14	4	13	7	2.93	1.39	Reject

19	Using ICT makes lesson more interesting	0	0	0	15	31	4.67	0.48	Accept
20	Using ICT makes teaching more enjoyable	0	0	0	18	28	4.61	0.49	Accept
21	Using ICT makes lesson more diverse	0	2	2	18	24	4.39	0.77	Accept
22	Using ICT improves presentation of learning materials	1	2	0	19	24	4.37	0.88	Accept
23	Using ICT makes lectures easier to understand	0	3	4	18	21	4.24	0.87	Accept
24	Using ICT increases students' motivation	0	0	5	20	21	4.35	0.67	Accept
25	ICT Provides access to rich sources of materials	0	1	1	16	28	4.54	0.66	Accept
26	ICT Enhances recall of previous learning	0	1	2	23	20	4.35	0.67	Accept

The analysis in table 1 shows that lecturers have accepted items 1, 2, 4, 9, 12, 13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, and 26 with critical decision means of 4.78±0.47 (I know the meaning of ICT), 4.83±0.64 (ICT means information communication technology), 3.39±1.41 (I have received a formal training in ICT), 3.15±1.19 (I can use Microsoft Excel for teaching), 3.61±1.341 (I can use E-mail to give assignment to my students), 4.57±0.655 (I can use the Internet to source for materials), 4.04±1.228 (I can prepare PowerPoint and use it for teaching), 3.30±1.227 (I can use Digital camera to get instructional materials for teaching), 3.63±1.25 (I know how to use multimedia projector in teaching), 3.30±1.41 (I know how to use white board in teaching), 4.67±0.48 (using ICT makes lesson more interesting), 4.61±0.49 (using ICT makes teaching more enjoyable), 4.39±0.774 (using ICT makes lesson more diverse), 4.37±0.878 (using ICT improves presentation of learning materials), 4.24±0.874 (using ICT makes lectures easier to understand), 4.35±0.674 (using ICT increases students' motivation), 4.54±0.657 (using ICT Provides access to rich sources of information) and 4.35±0.674 (ICT Enhances recall of previous learning) respectively.

The analysis also shows that lecturers rejects items 3, 5, 6, 7, 8, 10, 11 and 18 with critical decision means of 1.70±1.072 (ICT means information computer technocrat), 2.96±1.398 (I have received an informal training in ICT), 1.83±1.102 (I have not received any form of training in ICT), 2.65±1.509 (I have a certificate in Computer Appreciation for teaching), 2.48±1.295 (I find it difficult to use Microsoft Word for teaching), 2.91±1.396 (I find it difficult to use CorelDraw for teaching), 2.78±1.348 (I can use Adobe Acrobat for teaching) and 2.93±1.389 (I can create Facebook page and use it to teach my students) respectively.

Table 2: Summary of lecturers' knowledge of ICT

Variable	Not knowledgeable		Indecisive		Knowledgeable		X̄	S.D.	Comment
	F	%	F	%	F	%			
Knowledge	8.9	19.4	3.5	7.5	33.6	73.0	3.63	1.03	Accept

Analysis in table 2 shows a mean of 3.63 and standard deviation of 1.032 for knowledge. When compared with the criterion mean of 3.0, it then means that lecturers have accepted that they have knowledge of ICT.

Research question 2: What is the level of utilization of ICT in teaching and learning among lecturers in College of Nursing and Midwifery Vom?

Table 3: Respondents' Level of Utilization of ICT

n=46

Item	Statement	SD	D	U	A	SA	X̄	S.D.	Comment
1	I use computer for teaching	3	10	5	20	8	3.45	1.21	Accept
2	I only use computer for other purposes other than teaching	6	19	2	13	6	2.87	1.33	Reject
3	I use the internet for teaching/learning activities like sourcing materials for teaching	2	3	2	23	16	4.04	1.03	Accept
4	I use the internet but not for teaching/learning activities	6	24	5	7	4	2.54	1.17	Reject
5	I use multimedia projector in lesson delivery	5	18	5	13	5	2.89	1.25	Reject
6	I use telephone to communicate academic issues with my students through calls and text messages	4	12	3	22	5	3.26	1.22	Accept
7	I use interactive board for teaching	7	12	3	17	7	3.12	1.37	Accept
8	I use photocopier in photocopying lesson materials	2	5	3	22	14	3.89	1.10	Accept
9	I print educational materials for teaching	1	4	6	18	17	4.00	1.03	Accept
10	I interact academically with my students through social media	6	19	2	16	3	2.80	1.24	Reject
11	I use the email to send instructional contents, assignments, answer students question and to receive assignment, projects or questions from my students	8	18	9	8	3	2.57	1.17	Reject
12	I use the ICT to get feedback from students on the lesson taught	8	18	11	6	3	2.52	1.13	Reject

The analysis on table 3 shows that lecturers have accepted items 1, 3, 6, 7, 8, 9, with the mean and standard deviation of 3.45±1.205(I based computer for teaching), 4.04±1.032 (I used internet for teaching/learning activities like sourcing materials for teaching), 3.26±1.22 (I used telephone to communicate educational issues with their students through calls and text messages), 3.12±1.37 I (I use interactive board for teaching), 3.89±1.100 (I use photocopier in photocopying lesson materials), 4.00±1.033 (I print educational materials for teaching). The analysis also shows that lecturers rejected items 2, 4, 5, 6, 7 and 8 with the mean and standard deviation of 2.87±1.327 (I only used computer for other purposes other than teaching), 2.54±1.168 (I used the internet but not for teaching/learning activities), 2.89±1.251 (I used multimedia projector in lesson delivery), 2.80±1.240 (I interact academically with mu students through social media (Facebook, WhatsApp, twitter etc.)), 2.57±1.17 (I used email to send instructional contents, assignments, answer students question and to receive assignment, projects or questions from their students) and 2.52±1.130 (I used the ICT to get feedback from students on the lesson taught).

Table 4: Summary of Respondents overall utilization of ICT

Variable	Not utilized		Indecisive		Utilized		\bar{X}	S.D.	Comment
	F	%	F	%	F	%			
Utilization of ICT	18.3	39.8	4.7	10.1	23	50	3.16	1.19	Accept

Analysis in table 4 shows a mean of 3.16 and standard deviation of 1.19 for knowledge. When compared with the criterion mean of 3.0, it then means that lecturers have accepted that they utilize ICT facilities in teaching.

Research question 3: what forms of ICT materials are available for use by lecturers in teaching and learning in College of Nursing and Midwifery Vom?

Table 5: Respondents' availability of ICT facilities n=46

Item	Statement	SD	D	U	A	SA	\bar{X}	S.D.	Comment
1	My school has Computer system that I use for teaching	8	15	4	14	5	2.85	1.33	Reject
2	My school has no Internet facilities for teaching	6	9	6	15	10	3.30	1.36	Accept
3	My school has overhead Projector for teaching	0	4	4	21	17	4.10	0.90	Accept
4	My school has Photocopier for staff to photocopy teaching materials	2	7	3	16	18	3.89	1.22	Accept
5	My school has Printer for staff to print teaching materials	2	7	6	19	12	3.70	1.15	Accept
6	My school has Scanner for staff to scan teaching materials	5	14	6	14	7	3.09	1.30	Accept
7	My school does not have white board for teaching	11	11	4	9	11	2.96	1.55	Reject
8	My school does not have E-library	5	4	4	8	25	3.96	1.41	Accept
9	My school has Telephone for staff to use for mobile teaching conference	27	11	2	3	3	1.78	1.21	Reject
10	My school has functional ICT laboratory	11	16	6	7	6	2.59	1.36	Reject

The analysis on table 5 shows that lecturers have accepted items 2, 3, 4, 5, 6 and 8 with mean and standard deviation of 3.30±1.364 (the school has no Internet facilities for teaching), 4.10±0.900 (the school has overhead projector for teaching), 3.89±1.215 (the school has a photocopier for staff to photocopy teaching materials), 3.70±1.152 (the school has printer for staff to print teaching materials), 3.09±1.297 (the school has scanner for staff to scan teaching materials), 3.96±1.414 (the school does not have E-library). The analysis on the table also reveals that lectures rejected items 1, 7, 9 and 10 with mean and standard deviation of 2.85±1.333 (the school has Computer system that staff use for teaching), 2.96±1.549 (the school does not have Interactive white board for teaching), 1.78±1.209 (the school had telephone for staff to use for mobile teaching conference) and 2.59±1.359 (the school had functional ICT laboratory).

Table 6: Summary of Availability of ICT facilities to lecturers

Variable	Not available		Indecisive		available		\bar{X}	S.D.	Comment
	F	%	F	%	F	%			
Availability of ICT facilities	17.5	38.0	4.5	9.8	24	52.2	3.22	1.28	Accept

Analysis in table 6 shows a mean of 3.22 and standard deviation of 1.28 for availability of ICT facilities. When compared with the criterion mean of 3.0, it then means that lecturers have accepted that ICT facilities available for them to use in teaching.

Research question 4: What are the factors influencing the use of ICT materials by lecturers of College of Nursing and Midwifery Vom?

Table 7: Factors influencing the Use of ICT facilities by respondents n=46

Item	Factors	SD	D	U	A	SA	\bar{X}	S.D.	Comment
1	I lack confidence in using ICT	15	20	4	4	3	2.13	1.17	Reject
2	I lack effective training in the use of ICT	11	9	6	17	3	2.83	1.34	Reject
3	I don't have enough time to integrate ICT facilities in teaching	7	17	8	13	1	2.65	1.12	Reject
4	I don't have access to ICT facilities	8	20	5	10	3	2.57	1.21	Reject
5	Erratic power supplies in my school affects my usage of ICT for teaching	5	8	4	17	12	3.50	1.35	Accept
6	I have phobia for ICT facilities	24	16	3	3	0	1.67	0.87	Reject
7	There is lack of ICT technical support in my school	4	5	5	21	11	3.65	1.22	Accept
8	The management encourages staff to use ICT facilities	8	15	6	11	6	2.83	1.34	Reject
9	Management makes provision for training of staff to be ICT compliant	16	21	4	4	1	1.98	1.00	Reject
10	I don't consider ICT to be important in changing anything in teaching and learning	26	16	1	1	2	1.63	0.97	Reject

The analysis in table 7 shows that lecturers have accepted items 5 and 7 with mean and standard deviations of 3.50 ± 1.346 (erratic power supply in their school affected their usage of ICT for teaching) and 3.65 ± 1.22 (there is lack of ICT technical support in the school) respectively. The table also shows that the lecturers have rejected items 1, 2, 3, 4, 6, 8, 9 and 10 with mean and standard deviation of 2.13 ± 1.17 (I lack confidence in using ICT), 2.83 ± 1.34 (I lack effective training in the use of ICT), 2.65 ± 1.12 (I don't have enough time to integrate ICT facilities in teaching), 2.57 ± 1.21 (I don't have access to ICT facilities), (I have phobia for ICT facilities), 2.83 ± 1.34 (management encourages staff to use ICT facilities), 1.98 ± 1.00 (management made provision for training of staff to be ICT compliant) and 1.63 ± 0.97 (I don't consider ICT to be important in changing anything in teaching and learning).

Ho₁: There is no significant difference between knowledge and utilization of ICT facilities among lecturers of College of Nursing and Midwifery, Vom.

Table 8: Chi-square analysis of the difference between Knowledge and Utilization of ICT among lecturers

X^2 Value	Critical value	df	P-value
25.26	9.45	4	0.000

Level of significance $P \leq 0.05$

The analysis in table 8 shows chi-square value of 25.26 at $df=4$ and P-value of 0.000. Since the calculated Chi-square (X^2) value is greater than the critical/table value and the P value of 0.000 is less than 0.05 the null hypothesis is rejected. Therefore, there is a significant difference between knowledge and utilization of ICT facilities among lecturers of college of nursing and midwifery, Vom.

Ho₂: There is no significant difference in the knowledge of ICT between educators in Nursing and educators in Midwifery sections of the college

Table 9: Chi-square analysis of the difference in the knowledge of ICT between educators in Nursing and educators in Midwifery sections of the college

X^2 Value	Critical value	df	P-value
9.57	5.99	2	0.008

level of significance $P \leq 0.05$

The analysis in table 9 shows that the calculated Chi-square (X^2) value of 9.57 is greater than the critical/table value and the P value of 0.008 is less than 0.05 at the degree of freedom (df) = 2. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in the knowledge of ICT between educators in Nursing and educators in Midwifery sections of the college.

Ho₃: There is no significant difference in utilization of ICT between Nursing educators and midwifery educators

Table 10: Chi-square analysis of the difference in utilization of ICT between Nursing educators and Midwifery educators

X ² Value	Critical value	df	P-value
10.53	5.99	2	0.005

level of significance $P \leq 0.05$

The analysis in table 10 shows that the calculated Chi-square (X^2) value of 10.53 is greater than the critical/table value and the P value of 0.005 is less than 0.05 at the degree of freedom (df) = 2. Hence, the null hypothesis is rejected. Therefore, there is a significant difference in utilization of ICT between Nursing educators and midwifery educators

Ho₄: There is no significant difference between availability and utilization of ICT facilities among lecturers

Table 11: Chi-square analysis of the difference between availability and utilization of ICT facilities among lecturers

X ² Value	Critical value	df	P-value
81.267	9.448	4	0.000

level of significance $P \leq 0.05$

The analysis in table 11 shows that the calculated Chi-square (X^2) value of 81.267 is greater than the critical/table value and the P value of 0.000 is less than 0.05 at the degree of freedom (df) = 4. Hence, the null hypothesis is rejected. Therefore, there is a significant difference between availability and utilization of ICT facilities among lecturers in College of Nursing and Midwifery, Vom.

Ho₅: There is no significant difference between utilization of ICT and years of teaching experience.

Table 12: Chi-square analysis of the difference between utilization of ICT and years of teaching experience

X ² Value	Critical value	df	P-value
9.085	12.592	6	0.169

level of significance $P \leq 0.05$

The analysis in table 12 shows that the calculated Chi-square (X^2) value of 9.085 is less than the critical/table value and the P value of 0.169 is greater than 0.05 at the degree of freedom (df) = 6. Hence, the null hypothesis is accepted. Therefore, there is a no significant relationship between utilization of ICT and years of teaching experience.

Ho₆: There is no significant difference between Utilization of ICT and gender of respondents

Table 13: Chi-square analysis of the difference between Utilization of ICT and gender of respondents

X ² Value	Critical value	df	P-value
4.809	5.991	2	0.090

level of significance $P \leq 0.05$

The analysis in table 13 shows that the calculated Chi-square (X^2) value of 4.809 is less than the critical/table value and the P value of 0.090 is greater than 0.05 at the degree of freedom (df) = 2. Hence, the null hypothesis is accepted. Therefore, there is no significant relationship between Utilization of ICT and gender of respondents.

IV. Discussion

The findings of this study revealed that the majority of the lecturers in college of nursing and midwifery Vom had knowledge of ICT with overall mean score for knowledge as 3.63 ± 1.032 . This agrees with the findings of⁹ which revealed that majority of the teachers had knowledge of ICT. Majority of the respondents had knowledge in computer and how to utilize certain computer software such as power point, Microsoft word adobe reader etc in teaching. The respondents also agreed that they knew how to use digital camera and overhead projector in their teaching. The findings also revealed that the respondents were conversant with how to use the internet and email for effective teaching and learning. This finding agrees with the findings of¹⁰ on knowledge, attitude and use of ICT among ESL teachers in Port Dickson. Their findings revealed that most respondents were knowledgeable in using applications such as MS Word, internet exploring, e-mailing and MS PowerPoint. This is also in agreement with the findings of¹¹. It is interesting to see from the findings that

the respondents knew the importance of the use of ICT in teaching. On this aspect, the items all have a mean score of more than 4.00 indicating a high level of knowledge among the teachers.

The findings also revealed that half of the respondents utilized ICT with a mean utilization score of 3.16 ± 1.187 . The ICT facilities mostly utilized by the respondents to aid their teaching were computer, internet surfing, telephone for communication with students, photocopying of lesson materials and notes and printing of lesson materials. Despite the respondents' knowledge in ICT, majority of them used less of projector in lesson delivery, social media platforms to communicate academically with their students and the email to send and receive assignments and other academic papers from their students. This finding is in tandem with the findings of ¹⁰ on knowledge, attitude and use of ICT among ESL teachers who found out that majority of the respondents used ICT for teaching and learning. The finding on the other hand is in variant with that of Onex (2013) who found out that there was a limited formal use of ICT among the respondents in Makerere University. The study also showed that there was a significant difference in utilization of ICT between Nursing educators and midwifery educators ($X^2 = 10.534$, P value = 0.005 less than 0.05 at the degree of freedom (df) = 2). Similarly, there was difference between knowledge and utilization of ICT facilities among lecturers of college of nursing and midwifery, Vom (P value of 0.000 is less than 0.05 at the degree of freedom (df) = 4). Finding agrees with that by ² who discovered that utilization of ICT facilities differed between lecturers in different schools.

The study revealed that more than half of the respondents accepted that ICT facilities were available, with a mean response of 3.22 ± 1.279 . The ICT facilities readily available for the respondents to use in teaching and learning were overhead projector with a mean response of 4.10 ± 0.900 , photocopier for staff to photocopy teaching materials, with a mean response of 3.89 ± 1.215 , printer for staff to print teaching materials, with a mean response of 3.70 ± 1.152 . The findings showed that very important educational ICT facilities such as internet facilities, computers, e-library, functional ICT laboratory and telephone for mobile teaching were not available in the college for the respondents to access for teaching. This finding did not agree with that of ⁶ on the status of usage of information communications technology by academic staff at a selected nursing training institution in South Africa which showed that the majority of academics at rural campuses had access to computer but agrees with part of their findings that staff had limited access to internet service for student administration or research. Similarly, the findings disagree with ⁹ which revealed that respondents had access to computer, Internet and e-mail but agrees with the finding of ¹² which showed that respondents did not have access to internet and e-mail facilities.

The major factors that influence the use of ICT facilities among the respondents includes erratic power supply with mean value of 3.50 ± 1.346 , lack of ICT technical support in the school with mean value of 3.65 ± 1.215 , lack of management encouragement and support in training of staff in ICT. This finding agrees with that of ¹³ which revealed that the challenges that hamper full integration of ICT in teaching and learning includes absence of ICT equipment, lack of training on ICT, and power failure/outage. The finding also agrees with ⁹ which revealed that high cost of ICT and irregular power supply were major factors that affect accessibility to and use of ICT negatively which is similar to the finding of this study. On the other hand, this finding disagrees with the finding of ¹⁴ which showed that administrative support was a factor that affects positively the use of ICT among his respondents.

V. Conclusion

From the findings of the study the researcher concludes that; Lecturers in college of nursing and midwifery Vom have knowledge of ICT particularly in computer and certain computer software such as power point, Microsoft word adobe reader, as well as digital camera and overhead projector. They also utilize ICT facilities such as computer, internet, telephone, photocopier and printer in teaching. Some basic ICT facilities such as overhead projector, photocopier, printer, scanner and white boards were readily available for the respondents to use in teaching and learning. Despite the availability of some ICT facilities key ICT facilities such as internet facilities, computers, e-library, functional ICT laboratory and telephone for mobile teaching were not available in the college for the respondents to access for teaching. Erratic power supply, lack of ICT technical support in the school, lack of management encouragement and support in training of staff in ICT were the major factors affecting the use of ICT facilities in the college. The difference between knowledge and utilization of ICT facilities and availability and utilization of ICT facilities among lecturers in College of Nursing and Midwifery, Vom were significant. Whereas, the difference between utilization of ICT and years of teaching experience and utilization of ICT and gender of respondents were not significant.

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