

Availability and Utilization of Evolving Information and Communication Technology Tools and Effective Students' Support System in Private Universities in Oyo State, Nigeria

Abiodun-Oyebanji J. Olayemi
University of Ibadan, Ibadan
Lecturer 1, Department of Educational Management
Email: olayemi.oyebanji@yahoo.com

Ogunnubi Stephen Tofunmi
University of Ibadan, Ibadan
Department of Educational Management
Email: stephentomio@gmail.com

Abstract

The provision of support services to students as well as the effectiveness of these support services in meeting the pressing demands of the students in private universities is a function of the availability and utilization of recent Information and Communication Technology tools. Due to globalization and the ever-evolving nature of digital technology, every facet of human endeavours (education inclusive) is at the mercy of these evolving ICT tools. This study therefore investigated the extent to which private universities in Oyo state, Nigeria provide support services to students using recent ICT tools; with a view to find out the influence of evolving ICTs in the achievement of effective student support system. A descriptive survey research design was adopted. Multi-stage sampling technique was employed to select two out of the five private universities in Oyo State. One hundred and fifty-five students were sampled, with all ICT personnel, making a total of one-hundred and seventy (170) respondents. Questionnaires were used to collect data from the 170 respondents. Findings from the study revealed that, there is positive significant relationship between evolving ICTs and student support system in private universities in Oyo state ($r=0.317$, $p<0.05$). Recommendations on plausible remedies were therefore made to private universities in Oyo state on how student support system could be better improved on.

Keywords: evolving, ICTs, student, support system, effective

Student Support System (SSS) is an arrangement that combines a cluster of activities and programmes that are provided by an educational institution to make the learning process easier and more interesting for the learners (Kaur, 2016). It is a collection of services, embedded with a series of programmes channelled towards addressing issues of academic concerns to provide necessary resources for the maximization of students' intellectual and social capital while in school. These services are most effective when they are tailored towards meeting the needs of the typical students on campus (Bridges, 2008). In simple terms, anything other than the actual course material which an

institution provides to its students is referred to as student support service. These services include and are not limited to orientation programmes, accommodation, health services, library and information resource services, student record management, student finance support, scholarships, career counselling, information technology (IT) services, and life skill and socialization services.

With the pervasiveness of information and communications technologies (ICTs), the list now includes on-line searches of library catalogues, electronic mail, student newsletters and networks. Private universities are believed to have a more sophisticated student support system due to the high cost of acquiring a degree therein. In fact, some believe that private universities provide a more conducive mode of teaching, learning and research than their public counterparts. However, with the growing developments in public universities, the veracity of this assertion is threatened, hence a critical need for this study. The focus on the assessment of the availability of these services using evolving ICTs for students in private universities in Oyo state is aimed at discovering its effectiveness (Lawal & Viatonu, 2017). Also, Okoro and Okoro, (2014) and Iruonagbe, Imhonopi and Egharevba, (2015) revealed similar findings in their works that private universities in Nigeria have better facilities and more learning resources than public universities.

Traditionally, support services are provided to students after they might have gained entry into the university system, however, attempts are being made in recent times and particularly by Western Countries, to broaden the spectrum of these services to cater for students not only during their stay on campus but also before and after. Therefore, a more encompassing student support system being adopted in the Western world now covers support for students prior to entry (with pre-admission counselling), during their stay on campus or on-course, and even after graduation. All these are achievable through the utilization of evolving Information and Communication Technology tools and applications; and a culmination of these result in the prevailing necessity of having an effective student support system in this part of the world (Nigeria). It is therefore factual to opine that a university where this form of support system is in place tends to produce more impactful outcome than the one that provides otherwise. This is because according to Croft (1991), an all-encompassing support system tends to meet the needs of a typical student on campus, as it helps to prevent drop-outs, provide some extra assistance to weaker students, and provides counselling for those who have personal difficulties among others.

For most students, coming to university is a major challenge and as a result of this, they need guidance and direction. The plausible avenue for achieving this is through student support system. The aim of most support services is to help the student realize the instructional objectives of their courses by curtailing the negative effects of isolation and the lack of regular personal contact. Normally, the support services are put in place to help students interact with the institution and to augment the package of course materials. The

provision of student support services in universities is, in a way, a reflection of the institution's commitment to the wellbeing of its students as well as a means of attainment of institutional goals and objectives.

However, it has been observed that these services are taken with a pinch of salt in our institutions of learning nowadays that it only comes to focus when unrest prevails among the students (Bridges, 2008). Also, over the years, it has been noticed that there have not been significant changes to the mode of rendering these services in terms of expanding its spectrum of concerns, and this, as observed, has often been owing to the intricate nature of students' demands in modern times coupled with the ICT lag that exists in many institutions of the third world countries. This problem hence, has a negative impact on the quality of education that would be provided. This is why Kaur (2016) further opined that, the quality of a university education depends directly on the student support services it provides in various modes and if university administrators are deficient in providing these supports to their students, the system no longer serves the purpose of education, but only distribution of degrees (Kaur, 2016). This is because, the major justification for the existence and appellation of an educational entity as a 'university' is the presence of students in it and anything outside this would only make such an entity a 'research institute'. A university exists for the purpose of teaching, learning, research, and community service and the major stakeholders who foster the purpose of its existence include the staff (teaching and non-teaching), students, and the government. All of these stakeholders play significant roles in the continuity of the university; and the guarantee of their welfare plays a crucial role in the achievement of goals and objectives of the university. However, among these stakeholders, the students embody a key justification for the existence, continuity and appellation of an educational institution as a university (Khan, Ahmed, & Nawaz, 2011; Marimuthu & Ismail, 2011). For this purpose, in every ideal university, there should not only be the presence of the support services, but also a deliberate effort to improve the delivery of these services through every means possible, of which the particular focus of this study is through evolving information and communication technologies.

Although research has shown that in contrast to public universities, private universities' adoption of ICTs is relatively remarkable (Okorie, Agabi, & Uche, 2005), the extent to which this adoption goes in matching contemporary universal standards and in meeting the prevailing demands of students on campus remains a relatively unanswered question in the world of research today. In a study on the application of information and communication technologies to the management of public and private universities in Nigeria; the scholars discovered that public universities exhibited moderate capacity for adopting modernized information management, while private universities demonstrated a high capacity of ICTs adoption in the variables investigated which invariably places private universities above public universities in the delivery of quality ICT service in the country.

However, in another study conducted by Oluwunmi, Durodola and Ajayi (2015) in three private Universities in Oyo State, it was revealed that although students were satisfied with aesthetical configuration of the school, they were highly dissatisfied with the provision and availability of internet facilities. Also, in a similar study conducted by Olawunmi, Ajibola, Iroham and Eluyele (2017) on students' satisfaction with ICT facilities in four private universities using a scale of 1-20 in the order of least satisfaction, two out of the four universities revealed a poor level of satisfaction on the scales of 18 and 11 respectively, leaving the average mean of the four universities on 11. Also, it has been observed in recent times that there is no significant difference between the web interface of private universities and public universities in terms of user-friendliness and special content which makes the placement of private institutions above public institutions questionable seeing that public universities seems to be catching up with the private ones nowadays. In fact, observations have shown that most public universities nowadays now make provision for parents and guardians to check their wards' academic progress (results) online, which private universities also adopt. Even though some unique disparities between private and public universities' adoption of ICTs still exist, the position of private universities above their public counterparts in the adoption of ICTs is only relevant if the adoption is married with a relative recency of these tools in matching contemporary standards.

Therefore owing to the foregoing and with a means to justify the claims that private universities adopt better ICT oriented support services than the publicly managed ones, the focus of this study is the examination of the extent to which private universities adopt recent ICTs such as up-to-date database management software, recent LCD computers as against the Cathode Ray Tube (CRT), Cloud Back-up tools, and Interactive or user-friendly websites. This is because, the quality of the student support system put in place or support services provided in an institution may determine to a large extent, the quality of education such an institution would provide.

It is therefore expedient to know that as vital as all these services are, not each one of it is ICT-driven. That is, there are specific services out of the ones highlighted which require consistent management using evolving ICT tools for effective delivery while there are some which do not necessarily require keen consideration of evolving ICTs. This is because of the delicateness and vastness of the services involved for the ones required evolving ICTs. Career Counselling for instance is a support service that might not necessarily require an up-to-date ICT tool for effectiveness while Pre-admission Counselling, Library and Information Resource Service as well as Student Academics Record Management require ICT tools for its effectiveness. Student Academic Record Management for example embodies an integral component of the student life on campus as it entails the collection of student record and requires up-to-date software for effective management. In fact, it is almost the embodiment of the totality of all the other services because the records of a student's life in an

institution covers his health, academic performance, library access and accommodation records relevant to his academic pursuit. This in technical terms, make the Student Academic Records Management tantamount to a *primary key*.

The World Bank, cited by Rodríguez and Wilson (2000) defined ICT as the set of activities which facilitate by electronic means the processing, transmission and display of information. One major observation during the early stages of university education in Nigeria was the little emphasis on the development of Information Communication Technology (ICT). Computers were in short supply to many institutions and where they were available, they were the old types. It is thus evident that ICT has a significant role to play in the effective delivery of support services in universities in Nigeria. Similarly, important to note is the fact that; '*change is constant*', therefore ICTs evolve, and in order to maintain relevance and effectiveness, there has to be a corresponding movement along the path of this evolution.

Evolving ICTs therefore refers to the evolution of both soft and hardware devices from old devices and applications to modern software applications used for database management like SQL (Structural Query Language), Visual Studio, ASP.Net, and also modern hardware tools like multipurpose printers, LCD computers, network routers, and importantly cloud backup tools. The provision of these services through the utilization of emerging and evolving ICTs is, in some ways, a reflection of the institution's commitment to improvement in service delivery and students' welfare. ICT enhances individual, institutional and national development when it is fully applied to the support programmes made available in universities. Also, energy and time used on manual record keeping will be conserved; mutual confidence between academic staff, non-academic staff and students will be enhanced, and good judgment based on facts and figures would prevail.

Statement of the Problem

Although it has been observed that private universities are vast in the use of ICT facilities compared to public universities, there is however still an observed lag in the extent to which these emerging tools are accepted and utilized in private universities for the delivery of student support services. This covers the utilization of recent Information and Communication Technologies (ICTs) and the delivery of Student Support Systems, particularly in the Management of Student Records, Provision of satisfactory Library and Information Resource Service and Pre-admission counselling. This observed lag tends to affect the quality of education provided in these higher institutions of learning because the quality of a university education depends directly on the student support services it provides in various modes among others, and if university administrators are deficient in providing these supports to their students, then the systems no longer serve the purpose of providing quality education, but only the distribution of degrees. Therefore, a timely awakening of private institutions' administrators on the utilization and embracing of recent

ICT tools for the delivery of these student support services would go a long way in making the support systems effective, thereby leading to an increase in the quality of university education services provided.

Purpose of the Study

The broad objective of this study was to examine the availability and utilization of evolving ICTs and its influence on effective student support system in private universities in Oyo State. Specifically, this study sought to:

1. Find out the evolving ICTs in private universities in Oyo State.
2. Discover the extent to which private universities in Oyo State utilize evolving ICTs.
3. Find out if utilization of evolving ICTs leads to the achievement of effective student support system.
4. Investigate the relationship between utilization of evolving ICTs and effectiveness of Student Support System in private universities in Oyo state.

Research Questions

The following research questions were raised for the study:

1. What are the evolving ICTs in private universities in Oyo state?
2. To what extent do private universities in Oyo State utilize evolving ICTs?
3. Does the utilization of evolving ICTs lead to the achievement of effective Student Support System?

Hypothesis

There is no significant relationship between evolving ICTs utilization and students' support system effectiveness in private universities in Oyo state.

Methodology

A descriptive research of survey type was employed in the study on evolving ICTs and effective student support system in private universities in Oyo State, Nigeria. Multi-stage sampling technique was used in selecting the samples. The sample for the study consisted of 170 subjects, made up of 15 IT staff and 155 students from the 2 oldest private universities (Ajayi Crowther University and Lead City University) in Oyo state, Nigeria. Two instruments titled "Evolving ICTs and Effective Student Support System in Private Universities in Oyo State (EIESSS)" and another titled "Effectiveness of Student Support System in Private Universities in Oyo State (ESSS)" were used to collect data for the study from both the staff and the students respectively. EIESSS consisted of sections A, B, C and D. Section A covered the demographic information of the respondents (i.e. the IT staff). Section B elicited information on the types of student support services available in the university. Section C focused on the types of ICT facilities available in the university. Section D covered the frequency of the utilization of the available ICT facilities in the university. Responses from sections B and C of this instrument were

indicated in terms of Available and Not Available; while section D was indicated in 'Often', 'Occasionally', 'Rarely', 'Not at All'.

ESSS had sections A, B and C. Section A covered the demographic information of the respondents (the students). Section B elicited information on the types of student support services available in the university via ICT. Section C focused on the effectiveness of these ICT based support services available in the university. Responses from section B of this instrument was indicated in 'Available' and 'Not Available' while responses from section C was indicated in terms of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Scoring was done using the Likert rating method. Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1). The opinions of the students were equally interviewed in the study.

The face, content and construct validities of the instruments were ascertained by experts in test and measurement, while the reliability was done using Cronbach's Alpha which gave a coefficient of .892 for the availability of ICTs in private universities and .894 for the effectiveness of the student support services, using the available ICTs. The researcher administered the instrument by direct contact with the respondents. Descriptive and inferential statistics were employed to analyse the data. Frequency counts, means, standard deviation and simple percentage were used to answer the research questions, while the hypothesis raised was tested at 0.05 level of significance using Pearson Product Moment Correlation (PPMC).

Results

Question 1: What are the evolving ICTs in Private Universities in Oyo State?

To answer this question, the university ICT staff's decisions were sampled using the simple percentage. The data generated in Table 1 as provided by the ICT personnel of the sampled universities, revealed the availability of evolving ICTs in private universities in Oyo State such as the Interactive boards, Projectors, Database Management tools, Flash Disks, Diskettes, CD-ROMs, and Monitors which were grouped into categories. The data in this table therefore revealed that, quite a number of recent ICT tools like liquid crystal display monitors, flash disks, CD ROMS, SQL servers, MS-Access, projectors, and interactive boards are available in the private universities in Oyo state. However, the data showed that the universities do not have or use Cloud Back-up tools which are the most recent and most sophisticated storage tools, even though they have jettisoned the use of Diskettes, which is expectedly anticipated of private universities in this age. As for the database management tools, the study revealed the availability of recent database management tools (SQL and Microsoft Access) in the universities as well as Computer Aided Instruction tools. It can therefore be deduced that, to an appreciable extent, there are recent ICT tools in the private universities in Oyo state.

Table 1

The Evolving ICTs in Private Universities in Oyo State

S/N	Category	S/N	ICT Tools Used	Available	Not Available
1	Monitor Type	1	Liquid Crystal Display Monitor	12 (80%)	3 (20%)
		2	Cathode Ray Tube Monitors	7 (46.6%)	8 (53.3%)
2	Storage Tools	3	Cloud-Backup	5 (33.3%)	10 (66.6%)
		4	Flash Drives	14 (93.3%)	1 (6.6%)
		5	CD-ROMs	14 (93.3%)	1 (6.66%)
		6	Diskettes	7 (46.6%)	8 (53.3%)
3	Database Management Tools	7	Structured Queried Language (SQL Server)	8 (53.3%)	7 (46.6%)
		8	Microsoft Office Access	11 (73.3%)	4 26.6%
		9	Others	9 (60%)	6 (40%)
4	Computer Aided Learning Tools	10	Projectors	12 (80/0%)	3 (29%)
		11	Interactive Boards	11 (73.1%)	4 (26.6%)
		12	Others	6 (40%)	9 (60%)

Question 2: To what extent do private universities in Oyo State utilise evolving ICTs?

An answer to this question was provided using the analysis of the ICT staff's responses. From the data retrieved, it is evident that while the private universities in Oyo state utilize ICT tools, there is a need to be an upgrade in the utilization of recent Storage Tools with a shift from the conventional storage device usage to the utilization of Cloud-backup Tools. Aside from Diskettes (which is item 6 in Table 2), the researchers observed that there was no sight of interactive boards in the universities studied and some of the students found it difficult to comprehend what the term meant, hence, the ICT staff's assertion negates the situation that obtains in the universities in reality.

Table 2

The Extent to which Private Universities in Oyo State Utilize Evolving ICTs

Category	S/ N	ICT Tools Used	Often	Occasi onally	Rarely	Not at All	Mean	Std.Dev .
Monitor Type	1	Liquid Crystal Display Monitor	8	4	1	2	3.36	0.929
	2	Cathode Ray Tube Monitors	1	5	2	7	2.21	1.424
Storage Tools	3	Cloud- Backup	4	3	1	7	2.29	1.383
	4	Flash Drives	12	1	1	1	3.64	0.929
	5	CD-ROMs	7	4	2	2	3.14	1.099
	6	Diskettes	3	3	2	7	2.14	1.292
Database Managem ent Tools	7	Structured Queried Language (SQL Server)	11	1	1	2	3.50	1.092
	8	Microsoft Office Access	8	3	2	2	3.21	1.122
	9	Others	8	1	1	5	2.86	1.460
Computer Aided Learning Tools	10	Projectors	9	3	2	1	3.50	0.760
	11	Interactive Boards	10	1	1	3	3.29	1.267
	12	Others	8	3	1	3	3.21	1.122
Overall Mean							3.02	1.15

Question 3: Does the utilisation of evolving ICTs lead to the achievement of effective student support system?

The analysis of the private universities' students' response on the effectiveness of the ICT tools that the staff said were available provided a stance on which the hypothesis of this study is grounded on.

Table 3

Utilisation of Evolving ICTs for the Achievement of Effective Student Support System

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev.
1	The university website is highly interactive	39 (25.2%)	63 (40.6%)	38 (24.5%)	15 (9.7%)	2.81	0.924
2	Online counselling for prospective students is available on the university website	20 (12.9%)	49 (31.6%)	51 (32.9%)	35 (22.6%)	2.35	0.971
3	The university website is student oriented	35 (22.6%)	70 (45.2%)	34 (21.9%)	16 (10.3%)	2.80	0.907
4	Online counselling for registered students is available on the university website	30 (19.4%)	37 (23.9%)	50 (32.3%)	38 (24.5%)	2.37	1.054
5	I can apply for accommodation online on the university portal	50 (32.3%)	45 (29.0%)	44 (28.4%)	16 (10.3%)	2.83	0.999
6	The university website is users friendly	50 (32.3%)	62 (40.0%)	27 (17.4%)	16 (10.3%)	3.13	2.595
7	I can complete my course registration online within a relatively short period of time	59 (38.1%)	39 (25.2%)	41 (26.5%)	16 (10.3%)	2.91	1.028
8	My examination result can be checked online	58 (37.4%)	36 (23.2%)	37 (23.9%)	24 (15.5%)	2.83	1.100
9	Academic progress report is always online	49 (31.6%)	43 (27.7%)	44 (28.4%)	19 (12.3%)	2.79	1.026
10	Online academic progress report is regularly updated	51 (32.9%)	49 (31.6%)	38 (24.5%)	17 (11.0%)	2.86	1.001
11	I have a functional student mail	56 (36.1%)	43 (27.7%)	28 (18.1%)	28 (18.1%)	2.82	1.114
12	I often get relevant information/e-bulleting from the school via e-mail	43 (27.7%)	39 (25.2%)	42 (27.1%)	31 (20.0%)	2.61	1.096
13	I can easily access internet facilities in the university at any time	52 (33.5%)	56 (36.1%)	26 (16.8%)	21 (13.5%)	2.90	1.020
14	Our university has a stable e-library facility to aid reading and learning	68 (43.9%)	55 (35.5%)	18 (11.6%)	14 (9.0%)	3.14	0.950
15	Interactive boards are available in our lecture rooms/halls	49 (31.6%)	45 (29.0%)	31 (20.0%)	30 (19.4%)	2.73	1.107

(continued)

Table 3

Utilisation of Evolving ICTs for the Achievement of Effective Student Support System (continued)

S/N	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Mean	Std. Dev.
16	We often make use of interactive boards in the teaching/learning process in the class room	43 (27.7%)	42 (27.1%)	38 (24.5%)	32 (20.6%)	2.63	1.112
17	Other ICT facilities like projector are often use for teaching/learning in our university	34 (21.9%)	49 (31.6%)	34 (21.9%)	38 (24.5%)	2.51	1.089
18	The ICT facilities in the university are satisfactory and very much appreciated by me	42 (27.1%)	53 (34.2%)	31 (20.0%)	29 (18.7%)	2.70	1.076
						Total Mean Av. 2.76	Total S.D. Av. 1.12

The information in Table 3 reveals the utilisation of evolving ICTs leads to the achievement of effective students' support system. Apart from items 2 and 4 which disagreed with the statement provided therein (having a *mean* of 2.35 and 2.37 respectively with a *total of 55.5% and 56.8% disagreement respectively*), all other items on 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17 and 18 agreed that utilisation of evolving ICTs led to achieving effective student support system. After calculating the '*Mean*' response of the respondents (i.e. the students), items with a *Mean* of 2.49 and below (i.e. < 2.5) are *false* or *unrealistic* in respect to the situation in the universities studied while items above 2.5 pose *true or real*. By implication, the survey reveals that in the private universities studied, there was no provision for online counselling for both *prospective* and *regular/registered* students; services that if available, would have aided the effectiveness of the students' support system, but did not. Therefore, owing to the foregoing, it is evident that the constant utilization of evolving ICTs has the capacity to aid the effectiveness of the student support system in place, as the *total mean average* (with an outcome > 2.5) verifies this acclamation. Hence, table 3 reveals that the constant utilization of evolving ICTs leads to the achievement of effective student support systems in private universities in Oyo state.

Hypothesis Testing

There is no significant relationship between evolving ICTs utilization and student support system effectiveness in private universities in Oyo state.

Table 4

Relationship between Evolving ICTs and Student Support System in Private Universities in Oyo State

		Evolving ICTs	Student Support
Evolving ICTs	Pearson Correlation	1.00	.317**
	Sig. (2-tailed)		.000
	N	170	170
Student Support	Pearson Correlation	.317**	1.00
	Sig. (2-tailed)	.000	
	N	170	170

** . Correlation is significant at the 0.05 level (2-tailed)

Table 4 presents the result of Pearson Product Moment Correlation to show relationship between evolving ICTs and student support system in private universities in Oyo State. The result revealed a positive significant relationship between evolving ICTs and student support system ($r = .317$, $p < 0.05$.) This implies that evolving ICTs will improve student support system among students of private universities in Oyo State. Therefore, null hypothesis was rejected.

Discussion of Findings

Pre-admission counselling has become a crucial part of support services provided to students especially in advanced countries. It is not an unusual practice to find universities in advanced countries providing guidance to prospective undergraduate students either through active mail correspondence or through internet-enabled platforms created by the various universities to serve this purpose. From the analysis gathered in this study, it was discovered that there is no provision for pre-admission counselling to students (whether prospective or registered) through the auspices of Information and Communication Technology tools; in private universities in Oyo State. This is because, in the study, the students initially agreed at the first section of the questionnaire, that pre-admission counselling, as a support service, was available in their university.

However, in another section of the questionnaire, where items regarding the availability of online counselling to prospective and registered students, was raised, the students disagreed; stating that there was no provision for online or pre-admission counselling in the support system of the university. This shows that the effort of the researchers (as stated in the validity of the instrument) to examine the credibility of the responses, was plausible. This is because, in the questionnaire, similar questions were deliberately raised in different formats, to assess the validity of responses provided. Therefore, if the students, while providing response to the availability of support services in their university, failed to patiently consider the items while ticking, would definitely have to answer the same question sincerely in the other section; because it was rephrased in a different and indirect manner.

Therefore, it is revealed from the outcome of the survey that in the actual sense, in the private universities studied, and invariably in private

universities in Oyo state, there is no utilization of ICT-based tools to provide pre-admission counselling to students. Pre-admission counselling is a service that is available in several universities in advanced countries. It is a service that can only be effective if provided via ICT, hence, as a result of the nature of technological advancement in Nigeria, this service is very rarely available in universities in Nigeria.

In addition to the absence of pre-admission counselling, it was discovered that private universities in Oyo state do not provide financial support to students, either in form of student work and study scheme or student loan services. This could be as a result of the high cost of running a private university as well as the calibre of students that enrol therein. Adegbite (2007) in agreement with this assertion opined that the major challenge confronting the management of universities (whether private or public) is the inadequacy of funds. Also, Olugbamila (2008) corroborated this stance that the apparent shortage of funds available to the university system has been responsible for inadequate facilities in many of these universities; many of them seem to be groaning, silently for lack of funds, even though they charge much from students.

Furthermore, it was gathered that the private universities studied in Oyo state do not make use of cloud-backup tools for storage. From the data gathered, it was discovered that rather than the use of the cloud-backup tool, the private universities made use of other storage tools/devices like Flash disks, and CD-ROMS which could be damaged or destroyed at any time (if exposed to hazardous conditions), whereas files stored on cloud can never be destroyed no matter the hazards. Therefore, it could be deduced that private universities in Oyo state are still lagging behind with respect to the use of the most recent ICT storage facility.

Aside from empirical observations, it was observed, during the researchers' visit to the universities studied that, while the students opined that there were interactive boards in their institutions in the questionnaire distributed, the researchers never found any in the course of their visit to the universities for the distribution of questionnaires. More so, during the researcher's interaction with some of the students, it was discovered that they found it difficult to understand what was meant by interactive/electronic boards. This, to an appreciable extent could prompt a conclusion that while it is agreeable that many private universities in Oyo state utilize ICT tools, not all of them utilize recent ones or keep abreast with evolving ICTs.

Conclusion

It is evident that ICTs evolve and has numerous positive impacts on human endeavours and also on the educational system. The provision of support services to students has been seen to be more effective if provided via the auspices of evolving information and communication technologies.

From the study, it was found that, not only were the students dissatisfied with some of the support services provided to them via ICT, but

were also very concerned about the effectiveness of the services provided to them in the university. Therefore, it could be concluded that the utilization of evolving ICTs has a significant relationship with student support system in private universities in Oyo state.

It was also discovered that with the growing pace of information and communication technologies and the changing spectrum of student needs, the necessity of a prompt utilization of evolving ICTs, especially in private universities, would become inevitable. This is because of the changing nature of students' need coupled with the high demand of students therein that pay heavily to acquire a degree. Also, the common belief that private universities are more advanced in the use of ICTs compared to their public counterpart has created a wide expectation on the services provided. Hence, as a means to justify the cost of acquiring a degree in private universities as well as to match the 21st century educational quality, recent ICT tools must be utilized.

Recommendations

Arising from the established findings and conclusions are the following recommendations:

- i. Private universities in Oyo state should employ more highly skilled technical personnel in the ICT units of their institutions and as well create a consciousness in them to develop innovative ideas for a better student support service delivery.
- ii. There should be more concern for widening the spectrum of student support system in private universities through a conscious effort of keeping abreast with recent ICT tools, so as to meet the changing needs of students. This would go a long way in making private universities in Nigeria match other 21st century universities in other climes, thereby, raising the quality of education in Nigeria.
- iii. University management as well as corporate bodies should contribute immensely to the availability of ICT facilities in private universities to help solve the problem of inadequate ICT facilities and enhance the utilization of evolving ICTs in private universities in Oyo state.
- iv. Relevant skills for acquisition and maintenance of software especially those pertaining to computation of student semester results, registration of students, virtual or online pre-admission counselling and other management functions should be developed through training of private university ICT personnel for effective and efficient student support service delivery.
- v. Private universities in Nigeria should partner with other universities in other climes for a beneficial rub-off and influence in the utilization of recent ICT tools for the effectiveness of teaching and learning.

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