

Classroom Instructional-Based Technology as Predictor of Quality Services Delivery for Academic Staff in Deltat State University

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Abstract

The study investigated the predictive powers of classroom instructional-based technology on quality services delivery of academic staff in Delta State University. Three research questions and three hypotheses guided the study. The study adopted a correlation research design. The population was 861 lecturers in the Delta state university with a sample size of 430 drawn through proportionate stratified method representing 50% of the population. A 30-item Classroom Instructional-Based Technology Scale (CIBTS) and 15-item Quality Services Delivery Scale (QSDS) were used for data collection. The scales were validated by three experts in Information and Communication Units. The internal consistency reliability coefficients of 0.78 and 0.81 were computed for CIBTS and QSDS through Cronbach alpha. Linear regression was used to answer the research questions while t-test associated with linear regression was used to test the null hypotheses at 0.05 level of significance level. It was found that classroom instructional-based technology can significantly predict quality services delivery of academic staff in Delta State Universities. More so, classroom instructional-based technology with the use of interactive whiteboard, video conferencing and virtual field trip can independently predict quality instructional delivery. It was recommended among others that the university authority should ensure that the lecture halls and classrooms in the university are equipped with functional interactive whiteboards. The academic staff should be availed the opportunity for capacity development and enhancement on the use of communication technologies such as interactive whiteboard. The university authorities as well as the heads of departments and deans of faculties should make available computers, projectors, internet connectivity, power supply, printers and flash drive that can encourage video conferencing. The academic staff should be very proactive in the determination of sites that can provide them needed information and learning through the virtual field trip platform.

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