

# **LECTURERS' AWARENESS, READINESS AND CHALLENGES OF INTEGRATING PODCASTING FOR TEACHING IN SOKOTO STATE UNIVERSITY, NIGERIA**

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## **Abstract**

This study investigated the lecturers' awareness, readiness and challenges of integrating podcasting for teaching in Sokoto State University. The research was guided with 2 objectives and 2 research questions. Descriptive survey design was employed. The researchers used mixed method (quantitative and qualitative) for data collection. The population of the study was 267, the sample that was chosen is 95 for quantitative, while 6 was chosen for qualitative. The instruments used for data collection were questionnaire and data blank for quantitative and qualitative respectively, the questionnaire was adapted while the data blank was developed. Frequency and percentage saved as tools for data analysis. Based on the result lecturers are not aware of podcast for teaching, University lecturers are ready to use podcast for their teaching and there are a lot of challenges prevent lecturers for not using podcast in their teaching.

**Keywords:** Podcast, Learning Management System, Application Software.

## **Introduction**

As we know online learning manifested everywhere in the world through information and communication technology (ICT) with no exception of Nigeria. It has been observed that smartphone became rampant in the hand of the Universities lecturers' and students in Sokoto State, which indicated it could be use as instructional tools for teaching and learning. ICT is extending the boundaries to higher education and anywhere at any time (Yusuf, Gambari, Daramola, Badmus & Isiaka, 2018). With the vital things ICT offers, Universities are now seeking for

new ways to restructure their educational curricula and classroom facilities to bridge the gap existing in education by use of technology, technology can be clue that can make teaching and learning more easy, effective and productive especially in the University where majority of the students are matured enough to handle the mobile tool properly, effective learning takes place through the adoption and utilization of science and technology (Yusuf et al., 2018). The advantages that technology provides to training and learning include not only the possibility of one-on-one

interaction for every learner, the ability to simulate new ideas, the chance to try things out at one's own pace and to fail in private without the fear of ridicule from other students (Kayode, nd). The Sokoto state government has been contributing to the development of education in the country through its various educational activities like emergency in education. The proactive effort of Sokoto state government on education is in line with the assertion contains in the National policy on education of the Federal Republic of Nigeria (FRN, 2013), which is considered as an instrument for national development. However, the National University Commission (2016) in its school activity asserts that the earlier tertiary institutions programmes were prescriptive. However, with the contemporary technological advancement, there is need to emphasize on students' skills and competence in various tertiary institutions in the country (FRN, 2013).

Technology makes open revolution in Education and new technology emerged in teaching and learning, where e-learning becomes an integral part of technology in education in its all aspect by merely future. The Internet has also become an important instructional tool to facilitate the transfer of many types of information from one computer to another, and is rapidly becoming an effective means of communication in schools and colleges. Internet-based instruction has been manifested in one-to-one (tutor-to-student), one-to-many (tutor-to-group) and many-to-many (group-to-group) approaches to instruction. The forms of communication may be synchronous with

all parties communicating within the same time frame; or it may be asynchronous, where there may be a time delay between the communicators when sending, receiving and replying to any given communicative event (Kayode, nd).

The use of technology is globally recognized due to its contributions to human existence and socio-economic development. Wireless communication has emerged as one of the fastest diffusing media on the planet, fuelling an emergent "mobile youth culture" (Kingsley, 2013).

In this era it obvious to use internet and get learning materials very cheap and easy. In our modern world, the internet has become the cheapest and easiest source for unlimited access to many assorted authentic materials (Ahmad & Tukur, 2017).

As far as Learning Management System is concerned, it offers an integrated platform for educational materials, distribution and management of learning as well as accessibility by arrangement of users including lecturers, students and content makers; however, the focus is still largely on getting the infrastructure and creating the e-learning content (Phelix & Ali, 2016). The adoption of Web2.0 applications, tools and services that enable users to capture, generate and share content and form online communities has also contributed to the popularity of podcasts (Edirisingha & Salmon, 2007).

Podcasting refers to the distribution of audio/video files in digital format. These resources can be manually downloaded from the internet or distributed

automatically to subscribers, these files can be accessed directly from the desktop or transferred to portable media device such as an MP3 player to be listened to 'on the go' (McGarr, 2009). Podcasting is a new technology that is increasingly capturing the attention and imagination of practitioners from all areas of education, wider penetration of broadband internet access, freely available software on the internet to create digital sound and video files, and increased ownership of MP3 players all work in favor of the popularity of podcasts (Edirisingshe et al, 2007). There is an increase of podcasts use in higher education with different purposes (Amelia & Aguiar, 2009).

### **Statement of the problem**

It was agreed by different educationalists that ICT and its related tools helps a lot on development of education in the world. In Nigeria internet change various sector with no exception of education. Sokoto state government is one of the states in Nigeria that are always trying to boost education with the use of ICT for teaching and learning. In Sokoto State Universities may be their lecturers' are not aware that Podcasting can be use for classroom delivery. There is still a barrier that prevents teachers to use and employ ICT in the classroom, the barriers it could be lack of awareness of E-learning tools (Alharthi, 2016). Podcast enable access to learning materials. And if lecturers of Sokoto State Universities are not using Podcast in their teaching they will continue producing analog students that cannot access materials through internet and it would continue hindering the entire educational system. This research will

investigate the lecturers' awareness, readiness and integration of Podcast in teaching in Sokoto state Universities.

### **Objectives of the study**

The objectives of this study are:

1. To investigate the extent to which lecturers are aware of the use of Podcast for teaching in Sokoto State University.
2. To find out the level of lecturers' readiness towards the use of Podcast as tool for instruction in Sokoto State University.
3. To assess the challenges lecturers' face while integrating Podcast in their teaching in Sokoto State University.

### **Research Questions**

The following are the research questions:

1. To what extent are lecturers aware of the use of Podcast for teaching in Sokoto State University?
2. What is the level of lecturers' readiness towards the use of Podcast as instructional tool for learning in Sokoto State University?
3. What are the university challenges lecturers face while integrating podcasting in their teaching in Sokoto State University?

### **Literature review**

E-learning is an important substance that makes ICT and helps lecturers', facilitators and students' access and used materials for teaching and learning. E-learning typifies an important element in ICT-technology which helps teachers/lecturers and students become actively engaged together in

online collaborative work to assist and help traditional learning methods to be effective (Yusuf et al, 2018). Results of studies conducted on E-learning encouraged teachers all over the world to integrate Information and Communication Technology (ICT) and its applications in the classroom but integrating ICT into education seems to be a trending and challenging issue for scholars, educators, and education administrators in the world (Alharthi, 2016). Mobile learning and e-learning are among the emerging tools for improvement of teaching and learning. Emerging technologies are “tools or types of tools that are making an impact in teaching and learning but are not yet adopted in mainstream of teaching practices”. Examples of these technologies include: cloud based technologies, web 2.0 tools, social media, and mobile apps (Pacansky, 2017).

Mobile learning can be referred to as a type of learning model which allows students to get and use learning materials through the use of internet and other portable devices anywhere and at anytime (Yusuf et al, 2018). Mobile technology has become an integral part of our lives and the evidence of this is shown in the use of these devices in different sectors such as health, economy, transport, education and others. From young adult to the senior members of the society, people use mobile devices such as mobile phones, Personal Digital Assistants (PDAs), tablets, Mp3s, iPad and others to connect and interact with one another (Adedola & Abimbade, 2016).

Lecturers’ and student usually explore materials for their course content through

internet in respect of their location by the use of mobile tool like podcast. Student/learners can request for any information about a specific subject matter on the internet through a mobile mean using podcasting (Yusuf et al, 2018).

Podcast is a digital media file, or a series of such files, that is distributed over the internet using syndication feeds for playback on portable media players and personal computers (Yamaguchi, nd). Literature identifies that, smartphone is simply everything – radio, television, telephone, computer, internet all rolled into one (Ibrahim & Ibrahim, 2015).

Podcasting has taken off in leaps and bounds, having been adopted by many groups for many different purposes from disseminating television programs to making university lectures available there is immense educational value in podcasting and this is recognized in teaching practice (Jaya & Sonja, 2007). Podcasting is becoming an important tool in higher education courses. Universities have recognized the capabilities of this technology and have been conducting pilot projects and implementations to have courses available for their students (Chabolla & Leh, 2009).

Podcasting is very similar to mobile learning because learners can have access to teaching and learning in form of audio or video broadcasts on the move using any mobile device such as tablets, Smartphone’s or cell phones. Broadcasts are published and send on the internet and instantly downloaded on to a desktop or laptop computer (Yusuf et al, 2018). Podcasting had been considered as a

supplementary method in the context of recent mobile learning technologies and applications (Yusuf et al, 2018). Mobile technologies, which include hand held computers, Personal Digital Assistants, mobile phones, lap tops, and i-Phones, are all part of the emerging information revolution taking place worldwide. People need not work with large computers on desk tops, or made to carry laptops searching for wired internet connection (Kabir et al, 2017).

Teachers are aware and familiar with popular e-learning tools and perceived its usefulness in teaching and learning (Alharthi, 2016). The majority of students from all courses listened to the podcasts created by their lecturers. It can be inferred a general acceptance for this resource as a learning tool (Amelia et al, 2009). Studies of other mobile technologies (PDAs, Smartphone and Tablet PCs) point to their pedagogical potential: support of learning activities (Edirisingha et al, 2007). Students reported that podcasts helped their learning by providing a good introduction to the online material; helping to organize weekly learning activities; helping to stay focused on the course; developing positive attitudes towards the lecturer, making formal learning more fun and informal; supporting independent learning; enabling deep engagement with learning material; enabling access while being mobile. The study also emphasized that listening to educational material was different from listening for entertainment; therefore, podcasts must be integrated with other learning activities (Edirisingha et al, 2007). Podcasting refers to its ability to enhance convenience, flexibility and

accessibility to learning (McGarr, 2009). It appears that when one examines the purpose behind the use of podcasting, it falls into three broad categories: enhancing the flexibility of learning, increasing accessibility to learning (particularly in relation to enabling mobile access) and enhancing the student's learning experience (particularly in on campus courses through the use of more blended learning experiences (McGarr, 2009).

Podcasting has the potential to provide many benefits to educators. It provided them with a low-cost method to distribute timely audio content seamlessly to students. At the same time, podcasting can give students additional opportunities to learn course content, with the benefit of being at times and locations convenient to them (Gribbins, 2007). Podcasting indicate that it can be a low-effort and effective supplement, but not substitute, for traditional lecture-based courses (Bell, Wingkvist & Green, 2007). Podcasts are being used in higher education. Lecturers are using them with different purposes and applying different production approaches. They considered the introduction of podcasts in their courses a very positive experience, as they are an effective tool in delivering content, feedback, guidelines, just to mention but a few (Carvalho, Aguiar, Santos, Oliveira, Marques & Maciel, 2009).

The increased presence of video impacts the traditional teaching environment within Higher Education. While some lecturers may be embracing this, there are still lecturers who do not yet have the skills, experience, confidence,

understanding or expertise to teach effectively with and through video. Teachers may not even necessarily see recording lecture content as part of their job or that they should have (parts of) their teaching available via video. Teaching ‘into camera’ requires an adjustment of established teaching practices and developing a new set of teaching skills (Woolfitt, 2015).

The lecturers’ of the Sokoto State University may not aware or ready to integrate/use podcasting in their lectures, may be due to some challenges, as such their students may benefit from it, stated above by different finding by various scholars.

### **Methodology**

Survey type of the descriptive research design was used in this study. Mixed method was employed to gather data i.e quantitative and qualitative information. The target populations was the lecturers of Sokoto State University, the university has three faculties; Faculty of Art and Social Science (FASS), Faculty of Education (FOE) and Faculty of Science (FOS), the populations are 103, 56, and 108 respectively. The total population is 267. However, the total population of the sampled lecturers is 216, which is in line with the Raosoft calculator and shown in Table 1.

**Table 1: Name of faculties, population and sample size for quantitative:**

S/N	Sokoto State University	Population	Sample Size
1.	Faculty of Art and Social Science	103	39
2.	Faculty of Education	56	13
3.	Faculty of Science	108	43
	<b>Total</b>	<b>267</b>	<b>95</b>

Questionnaire and individual interview served as instrument for data collection. Structured questionnaire was used to collect data for the study. the use of educational podcasting in Nigerian Universities: a case study of university of Nigeria, Nsukka and that of Yusuf et al, (2018), lecturers’ awareness, readiness and self-efficacy of using podcast for teaching in tertiary institutions in Niger state, Nigeria were adapted. The adopted questionnaire has two parts, part A and B. Part A is for demographic information of

the respondents, while part B contains items based on awareness, readiness and challenges face lecturers integrating podcasting in their teaching. In Part A, respondents were to tick appropriate answer through the spaces provided. In Part B, the respondents were to tick the appropriate option, the abbreviation in the columns: SD, D, N, A, SA stand for: S.D. = Strongly Disagree, D= Disagree, N= Neutral, A= Agree, S.A. = Strongly Agree which are going answer on scale 1-5, (see appendix A).

### **Individual Interview**

The data-blank was used for collection of data from the respondents. 6 lecturers’ were selected, two from each faculty. See Table 2.

**Table 2: Name of faculties, population and sample size for qualitative:**

S/N	College of Education	Population	Sample Size
1.	Faculty of Art and Social Science	103	02
2.	Faculty of Education	56	02
3.	Faculty of Science	108	02
	<b>Total</b>	<b>267</b>	<b>06</b>

The questions that the respondents respond (see appendix B).The responses were analyzed one after the other, summarizing

the key points of the elucidation by the respondents which make the researcher to arrive at the right decision/interpretation.

### **Data Analysis based on Quantitative**

Descriptive statistics was used to analyze the research questions. Descriptive statistics such as frequency and percentage were used.

**Research Question One:** To what extent are lecturers aware of the use of Podcast for teaching in Sokoto State University?

The summary of the analysis presented in Table 3.

**Table 3: Lecturers awareness of the use of Podcast for teaching in Sokoto State University**

S/N	Items	Disagree	Neutral	Agree
1.	I have heard of podcast.	36 (37.9%)	7 (7.4%)	52 (54.7%)
2.	I have seen someone use podcast.	54 (56.8%)	9 (9.5%)	32 (33.7%)
3.	I have visited podcast site.	63 (66.3%)	6 (6.3%)	26 (27.4%)
4.	I have used podcast for religious purpose.	68 (71.6%)	21 (22.1%)	6 (6.3%)
5.	I have used podcast for entertainment purpose.	59 (62.1%)	18 (18.9%)	6 (6.3%)
6.	I have used podcast for educational purpose.	71 (74.7%)	13 (18.9%)	11 (2.1%)
7.	I have used podcast for social purpose.	70 (73.7%)	13 (13.7%)	12 (12.6%)
8.	Podcasting has been introduced in our university.	67 (70.5%)	14 (13.7%)	1 (1.1%)
9.	I am using podcasting in some of my courses.	91 (95.8%)	3 (3.2%)	1 (1.1%)
10.	I am using podcasting in all my courses.	76 (80%)	11 (11.6%)	8 (8.5%)
	<b>Cumulative Percentage</b>	<b>68.94%</b>	<b>12.11%</b>	<b>17.9%</b>

Table 3 revealed that the cumulative percentage of 68.94% is greater than the 12.11% and 17.9% which means the

lecturers of Sokoto State University are not aware of podcast for teaching.

**Research Question Two:** What is the level of lecturers' readiness towards the use of Podcast as instructional tool for learning in Sokoto State University?

The summary of the analysis presented in Table 4.

**Table 4: Lecturers readiness towards the use of Podcast as instructional tool for learning in Sokoto State University**

S/N	Items	Disagree	Neutral	Agree
1.	I am interested in using Podcasts for teaching my courses.	11 (11.6%)	6 (6.3%)	78 (82.1%)
2.	I am ready to use Podcasts to teach when I have the facilities.	12 (12.6%)	12 (12.6%)	71 (74.7%)
3.	I will like to learn about using Podcasts for teaching.	5 (5.3%)	4 (4.2%)	86 (90.5%)
4.	I am ready to attend workshops and seminars on the use of podcasts for teaching.	10 (10.6%)	48 (50.5%)	37 (38.9%)
5.	I will use Podcasts for sending lecture materials and assignments to students.	7 (7.4%)	11 (11.6%)	77 (81%)
6.	I am ready to interact with my students via Podcasts.	3 (3.2%)	18 (18.9%)	54 (77.9%)
7.	I will like to use Podcasts to encourage students in using mobile devices for learning rather than for entertainments and social media.	0 (0%)	10 (10.5%)	85 (89.5%)
8.	I am ready to provide immediate feedback to my students request through the use of Podcasts.	6 (6.4%)	9 (9.5%)	80 (84.2%)
9.	I will like to use Podcasts for presenting my lecture in video format.	8 (8.5%)	15 (15.8%)	72 (75.8%)
10.	I am ready to deliver my lecture using Podcasts in audio format.	13 (13.7%)	18 (18.9%)	64 (67.3%)
<b>Cumulative Percentage</b>		<b>7.93%</b>	<b>15.88%</b>	<b>76.19%</b>

Table 4 indicated that lecturers of Sokoto State University are ready towards the use of Podcast as instructional tool for learning

based on the cumulative percentage of 76.19% is greater than 7.93% and 15.88%.

**Research Question Three:** To what extent the lecturers' of Sokoto State University faced challenges in integrating Podcasting in their teaching?

The summary of the analysis presented in Table 5.

**Table 5: Sokoto State University Lecturers' challenges in integrating Podcasting in their teaching**

S/N	Items	Disagree	Neutral	Agree
1.	Inadequate knowledge of the effectiveness of educational podcast.	14 (14.7%)	11 (11.6%)	70 (73.7%)
2.	Inadequate access to available resources.	2 (2.2%)	2 (2.1%)	88 (92.6%)
3.	Inadequate power supply.	5 (5.3%)	4 (4.2%)	86 (90.5%)
4.	Lack of pedagogical training on how to integrate Podcasting into teaching.	3 (3.2%)	5 (5.3%)	87 (91.6%)
5.	Inadequate technical support.	3 (3.2%)	6 (6.3%)	86 (90.6%)
6.	Lack of adequate awareness about educational podcasting.	2 (2.1%)	2 (2.1%)	91 (95.8%)
7.	Poor implementation of ICT policies by government.	7 (7.4%)	8 (8.4%)	80 (84.2%)
8.	Insufficient competence in handling ICT resources.	24 (25.3%)	6 (6.3%)	65 (68.5%)
9.	High cost of internet service providers.	24 (25.3%)	10 (10.5%)	61 (64.2%)
10.	Inadequate funding of the university by the government.	8 (8.5%)	8 (8.4%)	79 (83.1%)
<b>Cumulative Percentage</b>		<b>9.72%</b>	<b>6.52%</b>	<b>83.48%</b>



Table 5 above shows Sokoto State University lecturers' faced challenges of integrating podcasting for teaching; this is

### **Data Analysis of Individual Interview**

Coding system was used to gather and interpreted data. Individual interview was held with six lecturers of Sokoto State University which were selected at random from the University. A code is a word or a short phrase that descriptively captures the essence of elements of your material (e.g. a quotation) and is the first step in your data reduction and interpretation (Celano, nd). Below are responses that were sampled of some respondents. The faculties are: FASS (A), FOE (B) and FOS (C).

#### **Respondent A1**

"Podcast, what is podcast? I don't know. Yes! Why not, I can use it for teaching. A lot of challenges like; inadequate electricity supply and poor management from the government".

#### **Respondent A2**

"Podcast, let me check it through Google, ok! This is my first time to hear about it. I am ready to use it as my instructional tools. Don't even mention, there are a lot of challenges".

#### **Respondent B1**

"This is my first time to know about it. I am ready to utilize podcast in my teaching. Yes, the challenges are; inadequate awareness, inadequate facilities and poor implementation of ICT tools".

so because the cumulative percentage of 83.48% is greater than 9.72% and 6.52%.

#### **Respondent B2**

"Podcast? Is for what? I can use it for instructional purposes, provided is going to enhance my teaching. A lot of challenges".

#### **Respondent C1**

"I don't know. Yes, of course, I am ready to use it. The challenges of ICT related tools in our educational system are; inadequate finance, inadequate power supply, inadequate ICT tools and poor management".

#### **Respondent C2**

"I heard about it, but I don't use it in teaching. Yes. There are numerous challenges" Based on the awareness, the above responses show that respondent A1, A2, B1, B2 and C1 are not aware of podcast, is only respondent C2 is aware of podcast but don't use it for teaching. This result indicated lecturers are not aware of podcast for teaching.

Respondent A1, A2, B1, B2, C1 and C2 responses shows that all lecturer of the University are ready to utilized podcast in their daily teaching activities.

On the challenges, respondent A1, A2, B1, B2, C1 and C2 responses indicated that lecturer of the University faced a lot challenges for using it as instructional tools.

### **Major Finding**

Based on the both quantitative and qualitative findings indicated the following:

Lecturers are not aware of podcast for teaching.

University lecturers are ready to use podcast for their teaching.

There are a lot of challenges prevent lecturers for not using podcast in their teaching.

### **Conclusion**

Podcasts are those short-short clips that can be downloading online either on audio or video format. It is obvious podcast can be use for various purposes with no exception of teaching and learning. In the developed countries podcast became tools for teaching at the University level. The lecturers of Sokoto State University are not aware of podcasts can be use for teaching, lecturers of Sokoto State University are ready for the utilization of podcasts for their teaching, if numerous challenges are rectified. The challenges facing University lecturers for not using podcasts are inadequate funding, inadequate power supply, inadequate ICT tools, lack of mobilization and training on ICT related tools integration into teaching., just to mention but a few.

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