

# **Information Communication Technologies (ICTS) and Higher Education Inputs and Outcomes in Nigeria**

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## Abstract

The main objective of this paper is to carry out an assessment of the status of ICTS in Nigeria and the extent of ICTS integration into Nigeria's higher education system with a view to ascertain whether ICTS usage has impacted higher education inputs and outputs. To achieve this purpose, an eclectic approach which combines statistical and historic analytic techniques as well as review of a number of well documented specialized case studies, articles and reports was employed. Evidence from the comparative assessment of Nigeria's ICTS sector performance in terms of efficiency and capacity, access, usage, quality, affordability, trade and applications against countries in Sub-Saharan Africa and the rest of the world reveal that the sector's efficiency and capacity performance has been remarkable. ICTS investment as a proportion of revenue rose significantly compared to the countries in the lower middle- income group which is used as a benchmark during the period 2005 to 2011. There is ample evidence to show that ICTS integration into Nigeria's higher education institutions is still very low in four key areas, namely, open and distance learning, blended learning, research administration and management, using correlation analysis, the study found a strong, positive and significant relationship between ICTS indicators and higher education outputs proxied by enrolment rates. Thus, the study therefore suggests the need for the government and private sector to stimulate investment in ICTS and education sectors with a view to tackling the problems and challenges inhibiting ICTS adoption in Nigeria's higher education institutions. This is of utmost importance if the country must participate meaningfully in the rapidly changing global and knowledge-based economy.