

**LECTURERS ACCEPTANCE OF PODCAST IN
SOUTH-WEST NIGERIA FEDERAL
UNIVERSITIES**

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UNIVERSITI SAINS MALAYSIA

2020

**LECTURERS ACCEPTANCE OF PODCAST IN
SOUTH-WEST NIGERIA FEDERAL
UNIVERSITIES**

by

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**Thesis submitted in fulfilment of the requirements
for the degree of
Doctor of Philosophy**

December 2020

DEDICATION

I dedicate this Doctoral thesis to God whose divine intervention gave renewed hope
for success.

ACKNOWLEDGEMENT

I thank God for numerous blessings granted onto this research. I give thanks to God for continuous grace. I thank God for the divine mercy that was showered upon this research. I thank God for being a divine guide throughout this study. I acknowledge God's faithfulness over this research. I acknowledge God's steadfast love in this research. I give praises to God for allowing this research to achieve a worthy milestone of divine fulfilment.

I thank Associate Professor Dr. Azidah Abu Ziden as the main supervisor of this research and Associate Professor Dr. Aziah Binti Ismail as co-supervisor to this research in school of educational studies of Universiti Sains Malaysia. I acknowledge the support of Associate Professor Dr. Lim Hooi Lian, Dr. Siti Mastura and Dr. Rozniza Zaharudin in school of educational studies of Universiti Sains Malaysia. I acknowledge the support of Associate Professor Dr. Shaik Abdul Malik Mohamed Ismail as Dean of school of educational studies in Universiti Sains Malaysia. Also, I acknowledge the support of Associate Professor Dr. Salmiza Saleh as Vice-Dean of school of educational studies in Universiti Sains Malaysia. I thank Dr. Peter Gan Chong Beng, Sister Wai Queen and Mr. Peter Teh of Divine Mercy Catholic Church in Bayan Lepas.

I thank Dr. Adu Francis Oluranti and Lady Adu Florence Adeyemi for being supportive as parents. I thank Adu John Ayodeji, Adu Busayo Albert and Adu Agatha Oluwafunmilayo. I thank Professor Emeritus Alonge of Ekiti State University in Ado Ekiti. I thank Professor Oluwafemi Adeoluwa of Ekiti State University and current Provost in College of Education Ikere Ekiti. I thank Professor Oyinloye of Ekiti State University. I acknowledge the support of Dr. Adeoye in Federal University of Oye

Ekiti (FUOYE). I thank Professor Isaac Adanlawo of Ekiti State University. I am grateful to Mr. Dare Moses Oluwafemi of Federal University of Technology Akure (FUTA). I thank Mrs Kemi Molatto of Obafemi Awolowo University (OAU) Ile Ife. I thank Dr. Busayo Ajayi, Dr Adu Peter and Dr Thompson Izuagie. I am grateful to Rev. Father Peter Adeusi of St Theresa Catholic Parish in Awo Ekiti. I thank Monsignor Tunji Ogidan of Saint Joseph Pro Cathedral in Ilawe Ekiti. I thank Bishop Emeritus Fagun of Catholic diocese in Ekiti State. I thank Mrs Kolade-Oje of center for educational technology in College of Education Ikere Ekiti.

I acknowledge the support of Professor Francisca Aladejana as a former Provost in College of Education Ikere Ekiti. I acknowledge the support of Mr. Gbenga Ojo as registrar of College of Education Ikere Ekiti. I acknowledge the support of Mr. Onifade as deputy registrar in College of Education Ikere Ekiti. I acknowledge the support of Pastor Frederick Akinrotohun as Chairman of College of Education Academic Staff Union (COEASU) Cooperative Multipurpose Society. I thank all academic and non-academic staff of directorate of center for educational technology in College of Education Ikere Ekiti. I also thank all academic and non-academic staff of school of education in College of Education Ikere Ekiti. I thank Mr Sola Adebayo of works and maintenance department in College of Education Ikere Ekiti. I thank Dr. Olusola Faboya of College of Education in Ikere Ekiti.

TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iv
LIST OF TABLES	xii
LIST OF FIGURES	xv
LIST OF SYMBOLS	xvi
LIST OF ABBREVIATIONS	xvii
LIST OF APPENDICES	xviii
ABSTRAK	xix
ABSTRACT	xxi
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background to the Study	2
1.3 Statement of Problem	5
1.4 Research Objectives	12
1.5 Research Questions	13
1.6 Research Hypotheses	15
1.7 The Independent, Dependent and Mediating Variables Highlight.....	17
1.8 Significance of the Study	17
1.9 Scope of the Study	18
1.10 Operational Definitions	18
1.10.1 Podcast:	18
1.10.2 Behavioral Intention:	19
1.10.3 Use Behaviors:	19
1.10.4 Cultural Believes:.....	19
1.10.5 Social Believes:.....	19

1.10.6	Political Believes:	20
1.10.7	Performance Expectancy:	20
1.10.8	Effort Expectancy:	20
1.10.9	Social Influence:	20
1.10.10	Facilitating Conditions:.....	21
1.10.11	Acceptance:.....	21
1.11	Limitations of the Study.....	21
1.12	Summary	22
CHAPTER 2 LITERATURE REVIEW		23
2.1	Introduction.....	23
2.2	Teaching Methods in Nigeria.....	24
2.3	Higher Education in Nigeria	25
2.4	South-West Nigeria.....	27
2.5	Podcasts.....	28
2.5.1	Meaning and Concept of Podcast	28
2.5.1(a)	Critique of Podcast Technology.....	29
2.5.1(b)	Rationale for Choosing Podcast above TV and Radio Technology	38
2.5.1(c)	Lecturers Acceptance of Podcast	41
2.5.1(d)	History of Podcast.....	43
2.5.1(e)	The Use of Podcasts in Teaching and Learning.....	44
2.5.2	The Potentials of Podcasts	51
2.5.3	Acceptance of Podcast	52
2.5.4	Lecturers in South-West Nigeria	58
2.5.5	Use of Podcasts in South-West Nigeria Universities.....	62
2.6	Underlying Theories	62
2.6.1	Theory of Reasoned Action (TRA).....	62
2.6.2	Theory of Planned Behaviour (TPB)	65

2.7	Theoretical Framework	66
2.7.1	Unified Theory of Acceptance and Use of Technology (UTAUT)	66
2.8	Variables Suggested in UTAUT	68
2.8.1	Lecturers Performance Expectancy	68
2.8.2	Lecturers Effort Expectancy	68
2.8.3	Lecturers Social Influence	69
2.8.4	Lecturers Facilitating Conditions.....	69
2.8.5	Lecturers Behavioural Intention.....	70
2.8.6	Lecturers Use Behaviour.....	70
2.9	Conceptual Framework	71
2.9.1	Cultural, Social and Political Believes.....	72
2.9.2	Rationale for the Exclusion of Moderating Variables in this Study	73
2.10	Summary	74
	CHAPTER 3 METHODOLOGY	75
3.1	Introduction	75
3.2	Research Design.....	75
3.3	Population and Sample.....	77
3.3.1	Population	77
3.3.2	Sampling Procedures	79
3.4	Research Instrument.....	80
3.5	Pilot Study.....	83
3.6	The Validity and Reliability of the Instrument	84
3.6.1	Validity	84
3.6.2	Reliability.....	86
3.7	Data Collection Procedures.....	87
3.8	Data Analysis	88

3.9	Ethical Considerations	89
CHAPTER 4 RESULTS.....		92
4.1	Introduction	92
4.2	Data Screening.	92
4.2.1	Normality of Data.	93
4.2.2	Factor Analyses.....	97
4.2.3	Factor Analysis of Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioural Intention, Use Behaviour, Cultural Belief, Social Belief and Political Belief Factors.	98
4.2.4	Intercorrelation among Variables.....	113
4.2.5	Descriptive Analysis.	115
4.2.6	The Level of Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Cultural Belief, Social Belief and Political Belief among Lecturers in Nigerian Federal Universities.	117
4.2.7	The Level of Behavioural Intention of Using Podcast among Lecturers in Federal Universities in Nigeria.	123
4.2.8	The Level of Use Behaviour of Podcast among Lecturers in Federal Universities in Nigeria.	124
4.2.9	Hypotheses Testing.....	125
4.3	The Significant Influence of Performance Expectancy on Variance Changes in Use Behaviour.	126
4.3.1	The Significant Influence of Effort Expectancy on Variance Changes in Use Behaviour.	127
4.3.2	The Significant Influence of Social Influence on Variance Changes in Use Behaviour.....	128
4.3.3	The Significant Influence of Facilitating Conditions on Variance Changes in Use Behaviour.	129
4.3.4	The Significant Influence of Cultural Belief on Variance Changes in Use Behaviour.....	130
4.3.5	The Significant Influence of Social Belief on Variance Changes in Use Behaviour.....	131

4.3.6	The Significant Influence of Political Belief on Variance Changes in Use Behaviour.....	132
4.3.7	The Significant Influence of Performance Expectancy on Variance Changes in Behavioural Intention.	133
4.3.8	The Significant Influence of Effort Expectancy on Variance Changes in Behavioural Intention.	134
4.3.9	The Significant Influence of Social Influence on Variance Changes in Behavioural Intention.....	135
4.4	The Significant Influence of Facilitating Conditions on Variance Changes in Behavioural Intention.....	136
4.4.1	The Significant Influence of Cultural Belief on Variance Changes in Behavioural Intention.....	137
4.4.2	The Significant Influence of Social Belief on Variance Changes in Behavioural Intention.....	138
4.4.3	The Significant Influence of Political Belief on Variance Changes in Behavioural Intention.....	139
4.4.4	The Significant Influence of Behavioural Intention on Variance Changes in Use Behaviour.	140
4.4.5	The Significant Mediating Influence of Behavioural Intention on the Relationship between Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Cultural Belief, Social Belief, Political Belief and Use Behaviour.....	141
	4.4.5(a) Analysis.....	151
4.4.6	Summary of Findings.....	154
4.4.7	Summary.....	158
CHAPTER 5 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS		159
5.1	Introduction.....	159
5.2	Recapitulation of the Study.....	160
5.3	Discussions of Findings	167
5.3.1	The Levels of Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Cultural Belief, Social Belief and Political Belief among Lecturers in Nigeria Federal Universities.....	168

5.3.2	The Level of Behavioural Intention of Using Podcast among Lecturers in Nigeria Federal Universities.	169
5.3.3	The Level of Use Behaviour of Podcast among Lecturers in Nigeria Federal Universities.	171
5.3.4	The Significant Influence of Performance Expectancy on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	172
5.3.5	The Significant Influence of Effort Expectancy on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	173
5.3.6	The Significant Influence of Social Influence on Variance Changes in Use Behaviour of Nigerian Lecturers.	174
5.3.7	The Significant Influence of Facilitating Conditions on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	176
5.3.8	The Significant Influence of Cultural Belief on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	177
5.3.9	The Significant Influence of Social Belief on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	178
5.4	The Significant Influence of Political Belief on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	179
5.4.1	The Significant Influence of Performance Expectancy on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	180
5.4.2	The Significant Influence of Effort Expectancy on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	181
5.4.3	The Significant Influence of Social Influence on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	183
5.4.4	The Significant Influence of Facilitating Conditions on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	184
5.4.5	The Significant Influence of Cultural Belief on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	185

5.4.6	The Significant Influence of Social Belief on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	186
5.4.7	The Significant Influence of Political Belief on Variance Changes in Behavioural Intention of Nigerian Lecturers on Podcast.	187
5.5	The Significant Influence of Behavioural Intention on Variance Changes in Use Behaviour of Nigerian Lecturers on Podcast.	188
5.6	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Performance Expectancy and Use Behaviour of Nigerian Lecturers on Podcast.....	189
5.6.1	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Effort Expectancy and Use Behaviour of Nigerian Lecturers on Podcast.	190
5.6.2	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Social Influence and Use Behaviour of Nigerian Lecturers on Podcast.	191
5.6.3	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Facilitating Conditions and Use Behaviour of Nigerian Lecturers on Podcast.	192
5.6.4	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Cultural Belief and Use Behaviour of Nigerian Lecturers on Podcast.	192
5.6.5	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Social Belief and Use Behaviour of Nigerian Lecturers on Podcast.	193
5.6.6	The Significant Mediator Influence of Behavioural Intention on Variance Changes in Relationship between Political Belief and Use Behaviour of Nigerian Lecturers on Podcast.	194
5.7	Recommendations for the Study	195
5.7.1	Theoretical Recommendations.....	195
5.7.2	Practical Recommendations.....	196
5.7.3	Recommendation for Future Research.....	202

5.7.4	Conclusion	203
REFERENCES	207
APPENDICES		

LIST OF TABLES

		Page
Table 1.1	Research variables	17
Table 3.1	Population of Academic Staff from Three South-West Nigeria Federal Universities. Source: Federal Ministry of Education (FME) (2011) and UniRank (2018).....	79
Table 3.2	Sample Size Estimate for this Study. Source: Krejcie and Morgan (1970), Federal Ministry of Education (FME) (2011) and UniRank (2018).....	80
Table 3.3	Summary of the Research Instrument.....	83
Table 3.4	Cronbach’s Alpha of each Dimension in the Research Instrument.	86
Table 4.1	Results of Normality Test.....	93
Table 4.1.1	The Structural Factor and Loading Factor of Varimax Orthogonal Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioural Intention, Use Behaviour, Cultural Belief, Social Belief and Political Belief Factors.met	99
Table 4.1.2	Intercorrelation between Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Behavioural Intention, Use Behaviour, Cultural Belief, Social Belief and Political Belief Factors.....	114
Table 4.1.3	Interpretation of Mean Score Range.....	117
Table 4.1.4	The Level of Performance Expectancy.....	118
Table 4.1.5	The Level of Effort Expectancy	118
Table 4.1.6	The Level of Social Influence.....	120
Table 4.1.7	The Level of Facilitating Conditions.....	120
Table 4.1.8	The Level of Cultural Belief.....	121
Table 4.1.9	The Level of Social Belief.....	122
Table 4.2	The Level of Political Belief.....	123
Table 4.2.1	Summary on Level of Behavioural Intention of Using Podcast among Lecturers in Federal Universities in Nigeria.	124
Table 4.2.2	The Level of Use Behaviour.....	125

Table 4.2.3	Summary of Significant Influence of Performance Expectancy on Variance Changes in Use Behaviour.	127
Table 4.2.4	Summary of Significant Influence of Effort Expectancy on Variance Changes in Use Behaviour.	128
Table 4.2.5	Summary of Significant Influence of Social Influence on Variance Changes in Use Behaviour.	129
Table 4.2.6	Summary of Significant Influence of Facilitating Conditions on Variance Changes in Use Behaviour.	130
Table 4.2.7	Summary of Significant Influence of Cultural Belief on Variance Changes in Use Behaviour.	131
Table 4.2.8	Summary of Significant Influence of Social Belief on Variance Changes in Use Behaviour.	132
Table 4.2.9	Summary of Significant Influence of Political Belief on Variance Changes in Use Behaviour.	133
Table 4.3	Summary of Significant Influence of Performance Expectancy on Behavioural Intention.	134
Table 4.3.1	Summary of Significant Influence of Effort Expectancy on Behavioural Intention.	135
Table 4.3.2	Summary of Significant Influence of Social Influence on Behavioural Intention.	136
Table 4.3.3	Summary of Significant Influence of Facilitating Conditions on Behavioural Intention.	137
Table 4.3.4	Summary of Significant Influence of Cultural Belief on Behavioural Intention.	138
Table 4.3.5	Summary of Significant Influence of Social Belief on Behavioural Intention.	139
Table 4.3.6	Summary of Significant Influence of Political Belief on Behavioural Intention.	140
Table 4.3.7	Summary of Significant Influence of Behavioural Intention on Use Behaviour.	141
Table 4.3.8	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Performance Expectancy and Use Behaviour.	143
Table 4.3.9	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Effort Expectancy and Use Behaviour.	144

Table 4.4	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Social Influence and Use Behaviour.	145
Table 4.4.1	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Facilitating Conditions and Use Behaviour.....	146
Table 4.4.2	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Cultural Belief and Use Behaviour.	147
Table 4.4.3	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Social Belief and Use Behaviour.....	148
Table 4.4.4	The Results of the Hierarchical Regression Analyses of Behavioural Intention as a Mediator on the Relationship between Political Belief and Use Behaviour.	149
Table 4.4.5	Summary of the Mediating Influence of Behavioural Intention of Nigerian Lecturers towards Using Podcast on the Relationship between Performance Expectancy, Effort Expectancy, Social Influence, Facilitating Conditions, Cultural Belief, Social Belief, Political Belief and Use Behaviour.....	152
Table 4.4.6	Summary of Findings	154

LIST OF FIGURES

	Page
Figure 2.1	Theory of reasoned action 64
Figure 2.2	Theory of planned behaviour..... 66
Figure 2.3	UTAUT framework 71
Figure 2.4	Conceptual framework..... 71
Figure 3.1	Flow chart 88
Figure 4.1	Summary of Variables Identification for Mediator Test on Behavioural Intention. 151

LIST OF SYMBOLS

B	Beta Weight
P	Probability Value

LIST OF ABBREVIATIONS

BHI	Behavioural Intention
CBE	Cultural Belief
EFF	Effort Expectancy
FCO	Facilitating Condition
FGN	Federal Government of Nigeria
FME	Federal Ministry of Education
FRN	Federal Republic of Nigeria
FUOYE	Federal University of Oye Ekiti
FUTA	Federal University of Technology
MDG	Millennium Development Goal
NOUN	National Open University of Nigeria
NPE	National Policy on Education
NUC	National University Commission
OAU	Obafemi Awolowo University
OECD	Organisation for Economic Co-operation and Development
PBC	Perceived Behavioural Control
PBE	Political Belief
PFM	Performance Expectancy
SBE	Social Belief
SOF	Social Influence
TPB	Theory of Planned Behaviour
TRA	Theory of Reasoned Action
TV	Television
UBE	Use Behaviour
USM	Universiti Sains Malaysia
UTAUT	Unified Theory of Acceptance and Use of Technology

LIST OF APPENDICES

Appendix A	Lecturers Acceptance Questionnaire (LAQ)
Appendix B	Content Validity Instrument (CVI)
Appendix C	Validation Form
Appendix D	Acknowledgement Letter
Appendix E	Structural Model for HO1 To HO1F Results
Appendix F	Structural Model of HO2 To HO2F Results
Appendix G	Structural Model of HO3 Results
Appendix H	Ethical Approval Letter

**PENERIMAAN PENSYARAH-PENSYARAH TERHADAP PODCAST DI
UNIVERSITI-UNIVERSITI PERSEKUTUAN BARAT DAYA NIGERIA**

ABSTRAK

Kajian ini adalah berkaitan faktor-faktor penerimaan pensyarah terhadap Podcast di universiti-universiti Persekutuan di barat daya Nigeria. Maka, kajian ini mengkaji pengaruh signifikan faktor-faktor tidak bersandar terhadap faktor bersandar. Selain itu, impak pengantaraan signifikan yang berkaitan dengan faktor pengantaraan ke atas hubungan antara faktor tidak bersandar dan faktor bersandar juga dipertimbangkan. Tahap faktor tidak bersandar, pengantaraan serta faktor bersandar juga diambil kira dalam kajian ini. Antara faktor-faktor tidak bersandar adalah jangkaan prestasi, jangkaan usaha, pengaruh sosial, fasilitasi keadaan, kepercayaan budaya, kepercayaan sosial dan kepercayaan politik. Faktor pengantaraan adalah perilaku niat. Faktor bersandar adalah perilaku penggunaan. Kajian ini mengamalkan kaedah penyelidikan kuantitatif keratan rentas jenis kaji selidik. Seramai lapan ratus dua puluh sembilan (829) orang pensyarah menjadi sampel dalam kajian ini menggunakan teknik persampelan rawak. Statistik regresi berganda digunakan dalam analisis data-data yang telah dikutip. Perisian *Statistical Package for Social Sciences (SPSS)* telah digunakan bagi analisis data. Hipotesis bagi kajian ini telah diuji pada tahap signifikan .05. Statistik deskriptif juga digunakan bagi menganalisis data dalam kajian ini bagi mengira tahap faktor-faktor yang berkaitan. Dapatan kajian secara keseluruhan menunjukkan bahawa jangkaan prestasi, jangkaan usaha, pengaruh sosial, fasilitasi keadaan, kepercayaan budaya, kepercayaan sosial, kepercayaan politik, niat perilaku dan faktor perilaku berada pada tahap yang rendah. Keputusan keseluruhan hipotesis menunjukkan bahawa pemboleh ubah tidak bersandar mempengaruhi

penggunaan perilaku dan niat perilaku dalam penggunaan Podcast. Hasil dari pengaruh utama niat perilaku terhadap penggunaan perilaku juga adalah penting. Hasil keseluruhan dari peranan pengantaraan niat perilaku menunjukkan bahawa faktor ini adalah pengantara separa. Berdasarkan penemuan dapatan dalam kajian ini, perbincangan dan cadangan teoritikal dan praktikal kajian pada masa hadapan telah dinyatakan.

LECTURERS ACCEPTANCE OF PODCAST IN SOUTH-WEST NIGERIA FEDERAL UNIVERSITIES

ABSTRACT

This study addressed factors regarding lecturers' acceptance of podcast in south-west Nigeria Federal universities. Hence, this study investigated the significant influence of independent factors on a dependent factor. Also, the significant mediating impact of a mediating factor on the relationship between independent and dependent factors was considered. The levels of the independent, mediating and dependent factors were calculated in this enquiry. The independent factors are performance expectancy, effort expectancy, social influence, facilitating conditions, cultural belief, social belief and political belief. The mediating factor is behavioural intention. The dependent factor is use behaviour. This study adopted a cross-sectional quantitative research method of survey type. Eight hundred and twenty-nine (829) lecturers were sampled in this research by using random sampling technique. The multiple regression statistics was utilised in the analysis of data gathered. The statistical package for social sciences (SPSS) software was introduced for data analysis. The hypotheses in this research was tested at a .05 level of significance. Descriptive statistics was likewise useful for the data analysis in this study to calculate the levels of factors. The overall result revealed that performance expectancy, effort expectancy, social influence, facilitating conditions, cultural belief, social belief, political belief, behavioural intention and use behaviour factor was at a low-level. The overall result of the hypotheses testing revealed that the independent variables significantly influenced use behaviour and behavioural intention of using podcast. The result of the significant influence of behavioural intention on use behaviour was also significant. The overall

result from the mediating role of behavioural intention revealed this factor as a partial mediator. Based on these findings relevant discussions, theoretical and practical recommendations for future studies were suggested.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The technological world is constantly upgrading from analogue to digital media technologies development. For instance, in the past some radio and television were only available in analogue form. However, nowadays the ability of only radio and television technologies to meet the demands of this 21st century is fading away due to the availability of new digitally designed gadgets that use internet. Hence, numerous analogue technologies are shifting towards digital media resources (Hendricks & Mims, 2020).

In addition, podcast is an audio and video digital technology that has been useful in this era where there is increased concern for social distancing among people around the world. Also, podcast has been utilised in ensuring that University students in developed countries continue teaching and learning activities despite the introduction of lockdown rule due to COVID-19 pandemic (la Velle, Newman, Montgomery & Hyatt, 2020).

Notwithstanding, there are problems influencing the utilisation of podcast for teaching and learning activities within Nigeria Universities. For instance, it was difficult to use podcast as palliative towards ensuring continuity of instruction when Nigeria Universities were shutdown due to COVID-19 pandemic. The Nigeria Universities approach of using face-to-face method for instruction is archaic and requires upgrading to digital system (Ifijeh & Yusuf, 2020).

This research was conducted to explore factors influencing podcast acceptance in universities and in the light of heightened risk due to COVID -19, this research fills the gap in factors, which exist between the western and developing world use of podcasts to ensure safer environment. This is possible through the provision of clearer understanding on issues affecting podcasting activities for education. For instance, Ifedayo, Ziden and Ismail (2020) article contains results drawn directly from this study, which suggested behavioural intention as one of the factors impacting podcast acceptance for teaching and learning activities.

1.2 Background to the Study

The radio and television technologies use for education preceded podcast media in education. However, the rationale for investigating podcast related issues despite other technologies like radio and television was due to the fact that podcasting activities are more predominant within the educational environment in this 21st century. For instance, podcast is useful for both online synchronous (live) and asynchronous (pre-recorded) teaching and learning activities unlike ordinary radio and television. Thus, the affordance of only radio and television technologies adoption for online teaching and learning activities is limited when compared to internet-based technology (Clark, 2020).

In addition, there are numerous researches recommending for additional studies on podcasts adoption for educational activities. Podcasts are now utilised in different ways for instruction and entertainment purposes. Podcast is creating a competitive environment for other kinds of media like prints, television and radio. Podcast is challenging the lecturers' to be more creative in daily classroom tasks. Podcasts are versatile resources for education. Podcast provides conducive

environment for teaching and learning purposes. Some university managers are adopting podcasts media to package educational establishments, personnel and services in this modern era. Podcasts are not only useful to lecturers. Podcasts are likewise beneficial to the learners to study at personal pace. Podcasts serve as a unique learning supplement to students in the library or at home (Nwachokor, Onah & Uddin, 2019).

The lecturer acceptance of podcasts in south-west Nigeria Federal universities have not been effective. Reyes, Reading, Doyle and Gregory (2017) recommended that additional studies on learning technologies provides clarity regarding issues surrounding higher education lecturers' acceptance of digital teaching resources. Reidsema, Kavanagh, Hadgraft and Smith (2017) study revealed that the application of podcasting resources is quite encouraging with globally accepted content knowledge. Ahiaoma, Uzuegbu and Uzochukwu (2013) with Orike and Ahiakwo (2009) noted weak internet and erratic power supply as some of the factors militating against the adoption of technologies. The problems associated with the lecturers' acceptance of podcasting tasks have dire consequences on the universities image, research quality and learner achievement (Omede, 2015).

The Federal Government of Nigeria (FGN) had provided several policies supporting the adoption of learning technologies through several agencies. For example, the Federal Ministry of Communication Technology is an organisation saddled with the responsibility to manage policy formulations (Christian, 2018). These policies are meant to shape the quality of learning technologies adoption. Podcasts are also to transform the Nation's technology status for better. This ministry actualises her objectives in conjunction with other establishments. Some of these organisations are

the Nigerian Communications Commission (NCC), Nigeria Internet Registration Association (NIRA) and Nigeria Information Technology Development Agency (NITDA) (Christian, 2018). These corporations carry out several functions. The functions are likewise pertinent towards the acceptance of podcasts for higher education purposes in South-West Nigeria Federal universities. In Nigeria the NCC controls issues regarding telecommunications in the Nation. Some other parastatal like NIRA maintains Nigeria online database. The NITDA formulates policies and perform numerous enquiries on technologies.

Also, the Federal Government of Nigeria (FGN) in the year 2004 produced a National Policy on Education document (FGN, 2004). According, to this policy any instructional activity must focus towards attaining student-centred endeavours. Podcasting activities are likewise meant to promote learner-centred way of instruction. Nigeria National Policy on Education (NPE) seek to achieve a technology driven higher education. The NPE prescribes for values that promotes most Nigerian lecturers lesson quality through technology adoption. The NPE subscribes to the attainment of equal opportunities in university education through instructional technologies usage. The NPE recommends for the internationalisation of higher education by using numerous technologies. The NPE is meant to adequately advance the adoption of learning technologies in Nigeria universities. The NPE suggest for the introduction of educational technologies in higher education to promote standard services. The NPE objectives further recommends collaboration with other educational parastatals for proper attainment of these goals. These organisations include the ministries of education, department of technology and science education and Federal ministry of education (FGN, 2004).

There are many issues surrounding podcasting task in Nigerian universities. Currently podcast is not adequately utilised within the university education in Nigeria. Also, available literature addressing some of these problems in Nigerian universities are few. Some of these few available researches on podcasting for higher education are more descriptive. There are limited empirical figures to support available research findings on podcast adoption in Nigerian universities. There are inadequacies in the training of lecturers towards handling of technologies (Okiki, 2012). Bankole and Stephen (2012) noted in research that lecturers are not adequately introducing technologies for teaching. Garuba (2013) research revealed that the practice of not using technology for education does not promote quality learning.

This study introduced Unified Theory of Acceptance and Use of Technology (UTAUT). The UTAUT is a model that address generally the technology acceptance. The UTAUT is a model that seeks to promote technology adoption. The UTAUT endeavours to know how easy the adoption of technology is in any setting (Venkatesh, Morris, Davis & Davis, 2003). The UTAUT is concerned with whether the adoption of technologies impacts learners' performances (Venkatesh et al., 2003).

1.3 Statement of Problem

The Nigerian higher education culture still favour face-to-face interaction as opposed to online communication. For instance, Obilade (2013) research noted that some of the lecturers in Nigerian universities prefer to use face-to-face teaching approach. The author added that the reason emanates from inadequate facilities to support online communication (Obilade, 2013). Okundaye, Fan and Dwyer (2019) noted that cultural belief in a country affects the acceptance of technologies. Mehta, Morris, Swinnerton and Homer (2019) study revealed that cultural influence is

paramount towards technology acceptance. As these set of lecturers continue to hold on to this culture the situation creates a vacuum in the acceptance of podcasts contents for university education (Eze, 2013).

In addition, Panday (2009) noted that higher education lecturers are normally reluctant in putting additional effort towards the adoption of digital technologies for educational purposes. The lecturers' inadequate acceptance towards podcast in Nigeria higher education impedes access to standard and updated educational resources (Echezona & Ugwuanyi, 2010). Also, this inadequate acceptance of podcast creates insufficient intimacy with the latest development in subject area of practice (Echezona & Ugwuanyi, 2010). Hence, researchers prescribed for further enquiry towards podcasting in advanced educational systems (Wong, Teo & Russo, 2013).

A lecturers' childhood training sometimes determines social views. It is socially evident that the Nigerian native social practice does not support the use of digital technologies. For instance, the people holding on to customary social believes prefer physical interaction than online (Abioye, 2011). Ma and Lee (2019) acclaimed social belief as influence towards acceptance of technologies. Kincese (2007) study likewise revealed that social view controls the adoption of technologies in an environment. Additional research showed that social view determines the way a technology influences a community (Huang & Li, 2015). This opens the opportunity for this enquiry to further investigate social factor influence towards podcasting in Nigeria higher education situation. The reason being that the use of podcast in this study is within a university context that entails the lecturers' and students' interaction with one another. Although, the Federal and State Government of Nigeria had made ample efforts in securing some podcasting amenities and structures in most institutions

in accordance with the National Policy on Education (NPE) (Ayodele & Akindutire, 2009). The shortfalls regarding inadequate acceptance of technologies for education leads to continuous reduction in university rankings (Okebukola, 2011). Also, the social belief problem causes poor lecturer research quality in this West African country (Okebukola, 2011).

Thus, additional enquiry that stimulates the lecturers' acceptance towards podcasting was acclaimed as being necessary in Nigerian higher education setting (Garuba, 2013). The militating factors against technology decreases lecturers' level of interest towards podcast usage (Garuba, 2013). The militating factors against podcast technology reduces lecturers' morale to interact with counterparts from other parts of the world (Adu, 2017). Similarly, these militating factors makes situations difficult for the lecturers to impart into students' the necessary skills required to secure employment in a competitive job market that is technology driven (Brodahl, Hadjerrouit & Hansen, 2011). This shows the necessity for rapid awareness creation on the acceptance of technologies through quality research effort (Ntui & Usang, 2014).

The lecturer's political belief in Nigeria is a problem factor that was addressed in this research due to desire to select leaders with the most convincing plan towards the development of podcast resources. This is the believe in good leadership since a leader helps with the financing of podcast facilities. Positive political belief helps in reducing infrastructural deficit for technology adoption in educational system (Barakabitze et al., 2019). However, the lecturers' political beliefs had met with many challenges through the years. The lecturers are normally inadequately informed about the right leader to select into political positions. Available research showed that

political belief is embedded in Nigeria educational activities since it is assumed to be capable of solving some of the educational problems in the country (Osuji, 2011). In addition, Moja (2000) study affirmed that political factors are linked to learning practices in Nigeria since some of the Nigerian educational establishments are financed by the Government. Similarly, Ikegbusi, Chigbo-Okeke and Modebelu (2016) research asserted that political factors are associated with educational endeavours in Nigeria since the selected Government determines the selection of managers for educational institutions in the country.

Although, numerous researches to mention for example by Ang'ondi (2013, p. 21) with Barnes and Kennewell (2017, p. 2485) addressed problems related to the lecturers' 'attitudes and perceptions' towards media resources. Podcast is considered as media resources (Berry, 2015). Media resources are materials for disseminating teaching and learning contents (Omodara & Adu, 2014). Notwithstanding, there are limited enquiries that adequately fills the gap on difficulties associated with the lecturers' podcasting for higher learning in South-West Nigeria Federal universities. Thus, this research proposed to fill the mounting gap that exist in the lecturers' acceptance of podcast. This mounting gap is a disconnection between the developed and developing country context podcast acceptance level for teaching and learning activities. However, the context of this study was in a developing country with focus on South-West Nigeria Federal universities lecturers' and problems creating the gap in podcast acceptance. Garuba (2013) claims these gaps creates imbalances in institutional performance. The author further suggested that higher education must start researching, creating and utilising online media frequently to reduce the disparities in this area (Garuba, 2013).

The lecturer's performance expectancy factor addresses the issues surrounding the students' performances. Venkatesh et al. (2003) noted this factor as capable of influencing technology adoption. Podcast is also a technology in South-West Nigeria Federal universities. Performance expectancy is related to student's achievement, which is derived by using technologies (Mensah, 2019). However, some of the lecturers believe this digital media do not have the capability of transforming the learners' performances. Nevertheless, how to boost the students' achievement had been serious concerns to some Nigeria higher education establishment (Borisade, 2013). If the lecturers continue to think that podcasts do not have advantage. Then lecturers risk limiting the students' performances (Venkatesh et al., 2003; Ayodele & Akindutire, 2009). This is due to insufficient quality of instruction being delivered on daily basis in workplace (Venkatesh et al., 2003; Ayodele & Akindutire, 2009).

Effort expectancy is another problem (Venkatesh et al., 2003). The south-west Nigeria lecturers' effort expectancy makes the lecturers to believe that podcasting activities is stress free. There are some set of lecturers that believe that podcasting activities are difficult to use in the Nigeria Federal higher educational setting. Podcast is a time saving teaching media (Hersch, 2017). Hence, effort expectancy makes users of technology feel at ease (Nistor, Lerche, Weinberger, Ceobanu & Heymann, 2014). Effort expectancy connote the ease with use of instructional technologies (Yakubu & Dasuki, 2019). The effort expectancy factor must convince the lecturers that podcasts creates a very efficient educational system. Otherwise, refusal to accept podcasting resources for teaching and learning purposes makes instructional procedures very cumbersome in this modern time in Nigeria (Omede, 2015).

The lecturers social influence is another factor regarding the acceptance of technology (Venkatesh et al., 2003). The social influence likewise addresses the

lecturers' conviction as to whether podcast acceptance in South-West Nigeria Federal universities is not impacting the school environment. Social influence is the influence by people in an environment (Idoga, Toycan, Nadiri & Celeb, 2019). Podcasts must transform the university system (Hew, 2009). However, some lecturers assume that podcasting activities are of no relevance to university setting. Some lecturers believe that theoretical knowledge of podcasting is enough to impact the Nigerian university campus (Ukwueze & Okpulo, 2014). The lecturers' refusal to accept podcast limits the learners' interest towards Nigerian based higher education (Okebukola, 2011).

The lecturers and facilitating conditions are another problem with technology acceptance (Venkatesh et al., 2003). Facilitating conditions are linked with facilities availability on campus (Venkatesh et al., 2003). Inadequate facilitating conditions militate against the acceptance of technologies (Foluke, 2019). The facilities required for podcasting tasks are insufficient to promote the lecturers' acceptance of podcast media for educational endeavours in South-West Nigeria Federal universities. Sometimes, the conditions of these facilities vary from one higher education to the other. For instance, some facilities are available in the lecture hall and functioning well to support the expected podcasting purpose (Okebukola, 2011). The facility availability promotes podcasts acceptance in South-West Nigeria Federal universities. Other facilities are available and not functioning in the lecture halls, which limits podcast acceptance. There are also some situations where there are no podcasting installations in lecture halls (Okebukola, 2011). The absence of podcast installations impacts negatively on the ability of the lecturers to teach effectively in a very largely populated lecture room (Schonwetter, 1993). Inadequate podcast installations also create difficulties in class control (Schonwetter, 1993). Tandon (2020) study revealed that inadequate facilities affect technology adoption for education.

The behavioural intention addressed the problem related to lecturers' inner motive towards the acceptance of podcast. Some lecturers in south-west Nigeria Federal universities have negative behavioural intention towards podcast. Behavioural intention factor has influence on technologies acceptance (Shiferaw & Mehari, 2019). This behavioural intention problem is part of UTAUT framework that is considered as an influence towards technology adoption by Venkatesh et al. (2003). Ayoade (2015) noted that although there is extensive availability of technologies in Nigeria. Notwithstanding, the adoption of these technologies for teaching and learning purposes is rare (Ayoade, 2015). Oladejo, Adetoro, Oyebade and Adedoyin (2018) recommended for further studies to know the determinants of behavioural intentions to use technology in Nigeria. These authors added that research on behavioural intention to use technology must enhance the use of technologies (Oladejo et al., 2018). Likewise, Kabir, Saidain and Ahmi (2017) noted that Nigerians are normally finding the adoption of technologies in place of work difficult. It is imminent to investigate behavioural intention factor within a learning environment (Ibrahim, 2018). The author added that few researches have clear understanding of the nature of behavioural intention on technology adoption in Nigeria educational setting. If behavioural intention factor is not investigated this impedes the growth of technology use for education in Nigeria (Ibrahim, 2018).

The use behavior factor addresses problems, which are related to lecturers' actions towards podcast acceptance in this research. Some lecturers in south-west Nigeria Federal universities have negative use behavior towards podcast technologies. Use behaviour impacts technology acceptance (Idoga et al., 2019). Just like behavioural intention the use behavior is an original factor derived from UTAUT framework by Venkatesh et al. (2003). Eze, Chinedu-Eze and Bello (2018) research

findings shows that there are difficulties in the use of technologies for instruction in Nigeria. Hence, the authors recommended for additional studies that focus on gathering large amount of data regarding technologies use in Nigeria higher education (Eze et al., 2018). The refusal to use technology for teaching activities usually limits positive transformation within educational system (David, Iahad & Rahim, 2012).

1.4 Research Objectives

The objectives of this research are:

1. To investigate the level of performance expectancy, effort expectancy, social influence, facilitating conditions, cultural belief, social belief and political belief among lecturers in Nigeria Federal universities.
2. To investigate the level of behavioural intention of using podcast among lecturers in Nigeria Federal universities.
3. To investigate the level of use behaviour of podcast among lecturers in Nigeria Federal universities.
4. To investigate variance changes in use behaviour of Nigerian lecturers on podcast based on significant influence of:
 - a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.

5. To investigate variance changes in behavioural intention of Nigerian lecturers on podcast based on significant influence of:
 - a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.
6. To investigate the significant influence of behavioural intention on variance changes in use behaviour of Nigerian lecturers on podcast.
7. To investigate the significant mediator influence of behavioural intention on the relationship between use behaviour of Nigerian lecturers on podcast and:
 - a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.

1.5 Research Questions

1. What are the levels of performance expectancy, effort expectancy, and social influence, facilitating conditions, cultural belief, social belief and political belief among lecturers in Nigeria Federal universities?

2. What is the level of behavioural intention of using podcast among lecturers in Nigeria Federal universities?
3. What is the level of use behaviour of podcast among lecturers in Nigeria Federal universities?
4. What are the variance changes in use behaviour of Nigerian lecturers on podcast based on the significant influence of?
 - a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.
5. What are the variance changes in behavioural intention of Nigerian lecturers on podcast based on the significant influence of?
 - a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.
6. Is there any significant influence of behavioural intention on variance changes in use behaviour of Nigerian lecturers on podcast?

7. Is there any significant mediator influence of behavioural intention on the relationship between use behaviour of Nigerian lecturers on podcast and:
- a. performance expectancy
 - b. effort expectancy
 - c. social influence
 - d. facilitating conditions
 - e. cultural belief
 - f. social belief and
 - g. political belief.

1.6 Research Hypotheses

This study has the following assumptions:

HO₁ There is no significant influence on variance changes in use behaviour of Nigerian lecturers on podcast based on:

- a. performance expectancy
- b. effort expectancy
- c. social influence
- d. facilitating conditions
- e. cultural belief
- f. social belief and
- g. political belief.

HO₂ There is no significant influence on variance changes in behavioural intention of Nigerian lecturers on podcast based on:

- a. performance expectancy
- b. effort expectancy

- c. social influence
- d. facilitating conditions
- e. cultural belief
- f. social belief and
- g. political belief.

HO₃ There is no significant influence of behavioural intention on variance changes in use behaviour of Nigerian lecturers on podcast.

HO₄ There is no significant mediator influence of behavioural intention on the relationship between use behaviour of Nigerian lecturers on podcast and:

- a. performance expectancy
- b. effort expectancy
- c. social influence
- d. facilitating conditions
- e. cultural belief
- f. social belief and
- g. political belief.

1.7 The Independent, Dependent and Mediating Variables Highlight

Table 1.1

Research variables

S/N	Independent Variables	Mediating Variable	Dependent Variable
1.	Performance expectancy	8. Behavioural intention	9. Use behaviour
2.	Effort expectancy		
3.	Social influence		
4.	Facilitating conditions		
5.	Cultural belief		
6.	Social belief		
7.	Political belief		

1.8 Significance of the Study

This study is significant to the lecturers', university management and students. For instance, the results of this study create awareness for the lecturers with regards to podcast use in education. The school management also learn to support the creation and use of podcasts through the outcome of this study. This enquiry findings likewise helps the lecturers' in promoting the adoption of podcasting activities for the students' in Nigeria higher educational system to enhance better academic performance. Also, this research contributes to existing theories on learning technologies adoption in South-West Nigeria Federal universities. This research supports the efforts geared towards the development of educational amenities for podcasting in Nigeria higher education.

In addition, this research is also significant based on the objectives of this enquiry. For instance, this research is significant by providing better understanding of the levels of cultural, social and political believes in south-west Nigeria Federal universities. Likewise, this research provides empirical backing to explain the levels

of performance expectancy, effort expectancy, social influence and facilitating conditions in relation to podcasts acceptance in Nigeria Federal universities.

There is increased use of podcast in developed countries due to COVID-19 pandemic and this research is significant in providing clarification of some factors that must be considered during podcasting activities for education. Some of these factors are cultural, social and political in nature as evident in this enquiry objectives.

1.9 Scope of the Study

This study content scope regards the issues surrounding educational podcasting activities in South-West Nigeria Federal higher educational system. This research covered selected academic staff and higher education establishment in South-West Nigeria. The geographical scope was south-west Nigeria milieu. Nigeria have three major tribes, which are Hausa, Igbo and Yoruba. The Hausa people live in the northern part of Nigeria while the Igbo are from the eastern area of this country. The Yoruba are predominantly the inhabitants of the south-west Nigerian region. The south-west Nigeria was the area where this research took place. This research addressed numerous factors that influenced the lecturers' acceptance of podcasts in south-west Nigeria Federal universities.

1.10 Operational Definitions

1.10.1 Podcast:

Rostami, Azarnoosh and Abdolmanafi-Rokni (2017) defined podcast as a sound and video recorded and transmitted through the internet network mechanism. In

this study podcast refer to online video and audio technology that is used for teaching and learning by Nigerian lecturers.

1.10.2 Behavioral Intention:

Behavioural intention is the predicted way of doing a task (Nisson & Earl, 2015). In this study behavioural intention refers to a unified theory of acceptance and use of technology (UTAUT) factor (Venkatesh et al., 2003).

1.10.3 Use Behaviors:

Use behaviour is an individual's observable response to situations (Bergner, 2011). In this study use behaviour refers to a unified theory of acceptance and use of technology (UTAUT) factor (Venkatesh et al., 2003).

1.10.4 Cultural Believes:

Oyserman (2017) defined culture as a norm that some group of people regard as admirable. In this study cultural believes refer to common lecturers' practice towards podcast.

1.10.5 Social Believes:

Kaplan and Haenlein (2010) defined this factor as the traditional belief pertaining to the co-operative, individualised, collective and common livelihood in a community. In this study social believe refer to the mode of a lecturers' communication in a society based on upbringing.

1.10.6 Political Believes:

Jost, Federico and Napier (2009) defined this factor as collectively held opinions in a country regarding the citizens' wellbeing and leadership choice. In this study political believes refer to the democratic conceptions held by the lecturers on the selected leaders.

1.10.7 Performance Expectancy:

Attuquayefio and Addo (2014) defined performance expectancy as the level that someone view a material to be assisting towards promoting student performances. In this study performance expectancy refers to a factor that can influence the lecturers' ability to adopt podcast based on its capacity to improve learner's academic performances.

1.10.8 Effort Expectancy:

Nistor, Lerche, Weinberger, Ceobanu and Heymann (2014) defined effort expectancy as the easy adoption of learning technologies. In this study effort expectancy refers to a determinant that influences the lecturers' ability to adopt podcast based on its comfort of usage.

1.10.9 Social Influence:

Alraja (2016) defined social influence as the extent to which people feel learning technology would impact environment. In this study social influence is a factor that influences the lecturers' ability to adopt podcast based on thinking of the influence in Nigerian setting.

1.10.10 Facilitating Conditions:

Thomas, Singh and Gaffar (2013) defined facilitating conditions as the level of availability of facilities for learning technologies use. In this study facilitating condition is a factor that influences the lecturers' ability to adopt podcast based on the accessibility to basic digital technologies amenities.

1.10.11 Acceptance:

Williams and Lynn (2010) defined acceptance as eagerness to accomplish a duty. In this study acceptance is a factor that influences the lecturers' ability to adopt podcast based on willingness.

1.11 Limitations of the Study

This research was limited to the lecturers' acceptance towards the creation and use of podcast in South-West Nigeria Federal universities. Also, this research focused only on three Federal universities from three states in south-west Nigeria region. The reason being to reduce cost of the research. Also, the researcher intended to save time by using these three universities. The nature of questions expected to be asked by the researcher was limited to the objectives of this enquiry. Also, the hypotheses formulated in this study aimed towards providing unique solutions to the problems stated. The non-academic staff were not involved in this research. This research focused more on Federal university lecturers. Hence, the students were not of foremost concern in this study. Also, the northern and eastern part of Nigeria, were not considered in this research.

1.12 Summary

The era of face-to-face approach to teaching and learning activities is gradually being replaced by online technologies such as podcasts. Especially, in this COVID-19 pandemic period that requires lecturers to deliver instruction from distant location. However, the acceptance of podcast technology for teaching and learning activities in Nigeria Federal universities is by no means a done deal yet. Hence, this research conceived some of the ideas regarding podcast acceptance in Nigeria Federal universities by critiquing unified theory of acceptance and use of technology (UTAUT) as proposed in Venkatesh et al. (2003) literature to have better understanding of the issues in this study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study conducts literature review on issues pertinent towards the investigation of lecturers' acceptance of podcast in south-west Nigeria Federal universities. Nowadays, there is increased deployment of podcast for educational activities all over the world due to COVID-19 pandemic. However, there is limited literature evidence that adequately address issues related to lecturers' podcast acceptance in Nigeria Federal universities. For instance, Wake, Fox and Strong (2020) study showed that podcast is useful for teaching and learning activities during COVID-19 pandemic without addressing issues related to Nigeria Federal universities. Likewise, Guo et al. (2020) addressed the adoption of podcasts for instruction and findings revealed that podcast is potent for educational task without the authors' addressing Nigeria Federal universities issues.

In addition, the podcast acceptance has been acclaimed to play a very important role in the provision of quality education in this era that is characterised with restrictions barring students and lecturers convergence within the four walls of classroom to avoid the spread of COVID-19 pandemic. This implies that online instructional activities are so predominant nowadays than it was in the past. Thus, podcast technology is more prioritised for educational endeavour due to safety concerns to curb COVID-19 disease within the teaching and learning context (Karim et al., 2020).

2.2 Teaching Methods in Nigeria

Teaching methods in Nigeria is predominantly characterized with theoretical approaches. Some examples of these approaches are classroom lecturing, demonstration and discussion (Isa, 2019). In Nigeria the lecturing method is too focused on lecturers (Ayanda, 2019). Also, the classroom demonstration methods do not entail students' activities in Nigeria (Onuigbo, Osadebe & Achebe, 2018). Thus, lecturers are very dominant personality in majority of the teaching methods utilised in Nigeria higher education (Onuigbo et al., 2018). Teaching methods in Nigeria do not employ digital technologies (Olokundun, Moses, Iyiola, Ibidunni, Ogbari, Peter & Borishade, 2018). Available research had recommended that practical teaching methods must be utilised in Nigeria universities (Olokundun et al., 2018).

The method of teaching adopted by most lecturers in Nigeria is insufficient to meet the demands of this present era. The lecturers still find it difficult to use learning technologies for classroom activities in Nigeria (Onyeagbako, Adieme & Nwokolo, 2017). The reason being that lecturing is mainly controlled by the lecturers in Nigeria (Onyeagbako et al., 2017). The lecturing method of instruction is not allowing the Nigerian learners' adequate self-regulation (Poirier, 2017). In addition, Poirier (2017) criticised lecture approach as being boring.

However, lecturing is still very relevant as noted in available literature evidence. For instance, Buchanan and Palmer (2017) reiterated through research that lecturing skills was acclaimed by the learners to be a supreme style for teaching and learning purposes. The authors added that lecturing affords the integration of numerous instructional technologies (Buchanan & Palmer, 2017). The lecturers must endeavour to upgrade lecture method of lesson delivery (Olutola, Olatoye & Olatoye, 2018).