DESKTOP PUBLISHING ADOPTION WITHIN THE POST COVID-19 EDUCATIONAL LANDSCAPE: A CASE STUDY OF EKITI STATE UNIVERSITY ORO CAMPUS

***MADANDOLA, Tajudeen Niyi***

*Directorate of Management Information System,*

*KWCOED, Oro*

*nmadandola@yahoo.com*

*&*

***ABIINA, Francis Adedayo,***

*Department of Computer Science,*

*F.C.E. (Special), Oyo*

*franceday4u3017@gmail.com*

**Abstract**

*This paper examines the effects of desktop publishing within the post-COVID-19 educational landscape. The COVID-19 pandemic prompted a rapid transformation in educational practices, necessitating a swift transition to remote and hybrid learning models. Amidst this evolution, desktop publishing packages have emerged as prominent tools, offering educators innovative ways to enhance instructional design, content delivery, and collaborative learning experiences. The study employed the descriptive research design, and one hundred and twenty students of Ekiti State University Oro Campus were randomly selected as a sample for the study. A self-designed questionnaire was used for data collection. Data collected were analysed with simple percentages and column charts. Findings indicate that the adoption of desktop publishing packages has the potential to positively influence student engagement by providing dynamic, visually appealing content and fostering collaborative learning environments. However, challenges such as technical issues and varying levels of digital literacy emerge as potential barriers to optimal implementation. Based on the research, recommendations are proposed, including continuous professional development for educators, institutional support for resources and technical assistance, digital literacy initiatives, user-friendly interface design, equitable access considerations, and strategic integration into pedagogical strategies.*

**Keywords:** Desktop Publishing, Post Covid-19, Adoption, Adoption, Educational Landscape

**Introduction**

Covid-19 is a viral infection that emerged in 2019 (WHO, 2023). Post Covid-19, also known as extended Covid-19, Refers To The Persistent Symptoms That Individuals May Have Followed A Covid-19 infection. Individuals who encounter post-Covid-19 conditions may identify themselves as "long-haulers" (Davis, Assaf, McCorkell, Wei, Low, Re'Em, Redfield Austin & Akrami, 2021). Individuals experiencing post-Covid-19 syndrome sometimes referred to as long covid, may encounter difficulties in performing routine tasks in their daily lives. The patient's condition may impair their capacity to carry out daily activities like as work or domestic duties (WHO, 2023).

The covid-19 epidemic has caused a significant change in the worldwide education system, forcing educators to quickly adjust to remote and hybrid learning settings. The incorporation of technology into teaching methods has become crucial in maintaining educational continuity. Desktop publishing packages are important tools that have the potential to significantly impact student engagement and participation in the learning process.

Amidst the current epidemic, educational institutions must comprehend the impact of using desktop publishing packages on student participation. This study aims to investigate the impact of desktop publishing software on the learning process in the school environment after the covid-19 pandemic. The rationale behind this study is based on the understanding that student participation is not limited to physical classrooms but also includes virtual and technologically mediated contexts. Desktop publishing software, which includes a range of tools for creating, presenting, and collaborating on information, provides educators with a distinct opportunity to improve the quality and extent of student engagement.

**Concepts of Desktop Publishing**

Graphic art encompasses the creation, illustration, visualization, design, painting, and reproduction of visual materials, serving as the intellectual foundation of the world's existence. The progress of technology has led to the development of computer graphics, which are created using desktop publishing (DTP), graphics software, and web design programs. Desktop Publishing (DTP) refers to the creation of brochures using a computer program specifically designed for page layout, commonly known as desktop publishing software (Bear, 2019). Originally limited to printed publications, typography now plays a crucial role in the creation of many forms of online content in the 21st century (Bear, 2019). The DTP program produces outlines and produces text and images of typographic quality, resembling traditional layout and production methods. This is the current post for digital design. The knowledge and skills enable individuals, companies, and communities to independently produce a wide array of content, including menus, journals, and pamphlets, without incurring the expenses associated with commercial printing. The techniques provide greater control over design, layout, and typography compared to word processing. However, word processing programs have evolved to include nearly all the capabilities that were previously exclusive to desktop publishing (Amanda, 2010).

Jones (2002) revealed that DTP was initially created in the 1970s at Xerox PARC. However, contrary to the claims of a few experts, the programme was first developed in 1983 at a municipal newspaper in Philadelphia by James Davise. In 1984, an organization named Best Info introduced a functional software known as Type Processor One, which operated on a personal computer utilizing a graphics card for visual display. TeX DTP was introduced to the market in 1978, although it only offered limited page layout capabilities. It was later improved in 1985 with the release of LaTeX (Amanda, 2010). Currently, Desktop Publishing (DTP) encompasses a wide range of mediums, including PDFs, e-books, blogs, and website design. Additionally, it entails creating content that is compatible with several devices, including smartphones and tablets (Bear, 2020).

Desktop publishing (DTP) has largely supplanted traditional methods in the graphic design process, graphics packages, and web design programs. There are significant differences between desktop publishing (DTP), graphic design software packages, and web design programs. There is no requirement for an individual to engage in both print design and web design simultaneously. Desktop publishing (DTP) is the process of using a computer and certain software to combine text and images to produce various outputs such as bulletins, brochures, reports, and web pages. Graphic design is the application of language and images to effectively communicate information through the creation of badges, visuals, brochures, bulletins, placards, signs, and other graphical communications.

Web design is a specialized field that primarily deals with creating graphical communications for websites and portable devices. It is derived from the disciplines of graphic design and desktop publishing (Saurabh, 2019). Desktop publishing (DTP) refers to the systematic compilation of digital files in the correct layout for printing (Bear, 2020). Desktop publishing (DTP) surpasses word processors in terms of allowing users to have enhanced command over the final appearance of the printed page. It incorporates specialized hardware devices and programs, such as page-makeup software, that aim to generate a document resembling the desired output (Suresh, 2017). Semenov (2005) states that it improved the means of producing badges, visuals, booklets, bulletins, and other graphical messaging.

In his study, Tom (2021) emphasised the use of DTP software, including various options from the Adobe family (such as FrameMaker, Illustrator, InDesign, Muse, PageMaker, and Photoshop), the Microsoft family (such as PowerPoint, Publisher, and Word), the Corel family (such as Corel Ventura and Coreldraw), the Libre family (such as LibreOffice Impress and LibreOffice Write), as well as other options like Apple Pages 4.x, Banner Mania, Fontographer, GeoPublish, Inkscape, IStudio Publisher, MadCap Flare, and Macromedia FreeHand. Establishments that heavily rely on printed resources find it advantageous to allocate funds for Desktop Publishing (DTP). The system can handle tasks of different sizes and complete them quickly (Girard, 2014). Additional applications include creating graphic designs for communication purposes, manufacturing badges, printing newsletters, converting printed messages into web and smart device formats, crafting resumes, independently publishing books, blogging, designing slideshows for presentations, branding digital scrapbooks for digital photo albums, and creating marketing packaging for various retail products ranging from soap wrappers to software boxes. Desktop publishing (DTP) has gained significant attention to produce well-structured communication materials, including outlines and high-quality text and images, in the aftermath of the COVID-19 epidemic. DTP serves as the primary source for efficient digital and visual communication, minimizing.,.g physical interaction and fostering awareness.

**Statement of the problem**

The Covid-19 pandemic has precipitated a seismic shift in the education sector, necessitating a rapid transition to remote and hybrid learning models. In this digital era, educators are increasingly reliant on technology to facilitate effective teaching and sustain student engagement. Desktop publishing packages, encompassing a range of tools for content creation and presentation, have emerged as prominent features of this technological integration. However, amidst this accelerated adoption, a critical gap in understanding persists regarding the effects of desktop publishing packages on students' engagement and participation in the learning process within the post-covid-19 educational landscape. the problem at the heart of this study revolves around the need to comprehensively assess the impact of desktop publishing packages on student engagement and participation in the aftermath of the covid-19 pandemic. While the use of these tools is expanding, there is a lack of in-depth research that investigates the nuanced ways in which desktop publishing packages influence the dynamics of student interaction, collaboration, and overall engagement in virtual and hybrid learning environments.

The adoption of desktop publishing packages holds the potential to reshape traditional paradigms of student engagement, offering novel avenues for interaction and collaboration. However, the efficacy of these tools in enhancing active participation, fostering meaningful engagement, and addressing potential challenges remain largely unexplored. Understanding how these packages affect instructional design, content delivery, and teacher-student interactions is critical for educators, administrators, and policymakers seeking to optimize the use of technology in education. Therefore, this research aims to answer the research question what is the effect of desktop publishing packages on students’ engagement and participation in the learning process?

**Research Methodology**

The researchers adopted the descriptive research design. Students of Ekiti State University, Oro Campus formed the research population. Random sampling technique was used to select one hundred and twenty students as a sample of the study. The research instrument used for this study is a questionnaire. One hundred and twenty (120) copies of the questionnaire were administered to the respondents. The data collected for the study were analyzed using simple percentage and Column charts.

**Results**

**Table 1:** Desktop publishing packages on students’ engagement and participation in the learning process

|  |  |  |  |
| --- | --- | --- | --- |
| **SN** | **Question Items** | **Agree** | **Disagree** |
| 1 | Desktop publishing makes lecture presentations interesting, and better and encourages students’ participation | 120 | 0 |
| 2 | DTP enhances visual communication and streamlines the process of disseminating information of all kinds. | 112 | 08 |
| 3 | Desktop publishing enhances students’ creativity in completing assignments | 120 | 0 |
| 4 | Using DTP help improve students’ understanding of the subject matter | 118 | 02 |
| 5 | DTP should be incorporated more frequently into classroom activities | 40 | 80 |
| 6 | DTP increases students’ motivation to participate in class discussions | 110 | 10 |
| 7 | It creates more attractive, readable reports, posters, and print or on-screen presentations for students | 115 | 05 |
| 8 | DTP makes learning more enjoyable for students | 117 | 03 |
| 9 | DTP has positively impacted on students' overall learning experience | 104 | 16 |
| **Total** | | 956 | 124 |

Fig 1: **Chart showing** **Interview Questions and Outcomes**

**Discussion**

This paper examines the effects of desktop publishing within the post-COVID-19 educational landscape. It was shown from Table 1 and Fig. 1 that almost all the students felt much of the positive effect of DTP after COVID-19. Item 1 revealed that all the 120 students agreed that desktop publishing makes lecture presentation interesting, better and encourage students’ participations. Also, it was observed in item 2 that 112 respondents agreed that DTP enhances visual communication and streamlines the process of disseminating information of all kinds only 8 of them have contrary opinion. Item 3 revealed that all the respondents agreed that desktop publishing enhances students’ creativity in completing assignments. As revealed by item 4, 118 respondents said using DTP help improve students’ understanding of the subject matter. Item 5 exposed that 66.67% of the respondents agreed DTP should be incorporated more frequently in classroom activities. Item 6 confirmed that 110 respondents agreed that DTP increases students’ motivation to participate in class discussions, but 10 respondents disagreed with the statement. Affirmation came from item 7 that DTP creates more attractive, readable reports, posters, and print or on-screen presentations for students when 115 agreed while 5 respondents disagreed. Furthermore, item 8 revealed that 117of the respondents agreed that DTP makes learning more enjoyable to students. It was revealed through item 9 that 104 of respondents agreed that DTP have positively impacted on students’ overall learning experience.

**Conclusion**

In conclusion, this study has tried to explore the effects of the adoption of desktop publishing packages on students' engagement and participation in the learning process within the post-COVID-19 educational landscape. The global pandemic forced an unprecedented acceleration of digital integration in education, and desktop publishing packages emerged as pivotal tools in this transformative journey.

The findings of this study have shown several effects of desktop publishing packages on students’ learning. DTP have the potential to enhance various dimensions of the learning experience. The incorporation of desktop publishing packages into instructional design has made lecture presentation interesting, better and encourage students’ participations. Lecturers can create dynamic and visually engaging content, capturing students' attention and fostering a more immersive learning environment. Furthermore, desktop publishing packages can facilitate interaction and participation among students, exceeding the limitations of physical classrooms. The ability to collaborate on projects, share ideas, and provide feedback in virtual spaces has enriched the collaborative aspect of learning, promoting a sense of community and connectivity among students.

As we navigate the evolving landscape of post-COVID-19 education, the insights gathered from this study contribute to the ongoing discussion on the role of technology in fostering meaningful student engagement and participation. By embracing the opportunities presented by desktop publishing packages, lecturers and institutions can pave the way for a more inclusive, dynamic, and engaging learning environment. Finally, the integration of desktop publishing packages stands as a testament to the flexibility and adaptability of education in the face of unprecedented challenges.

**Recommendations**

Based on the findings of the study the following recommendations were made:

i. The college management should implement ongoing training programs for lecturers to enhance their proficiency in using desktop publishing packages.

ii. The college management should allocate resources for the acquisition and maintenance of desktop publishing software, ensuring that institutions have the necessary tools to support lecturers and students.

iii. The college management should establish support systems to address technical issues promptly and aid both lecturers and students in navigating the features of desktop publishing packages.

**References**

Amanda, P. (2010). "What Distinguishes Desktop Publishing From Word Processing?". Bright Hub. Retrieved 2019-05-02.

Bear, J. H. (2019). "What's Involved in Desktop Publishing?". Lifewire. Retrieved 2019-05-02.

Bear, J. H. (2020). “What Is Desktop Publishing?” Dotdash Meredith Publishing family. Retrieved 2023-08-14.

Davis H.E., Assaf G.S., McCorkell L., Wei H., Low R.J., Re’Em Y., Redfield S., Austin J.P., Akrami (2021). A. Characterizing long COVID in an international cohort: 7 months of symptoms and their impact. Eclinicalmedicine., doi: 10.1016/j.eclinm.2021.101019. - DOI - PMC - PubMed.

Girard, D. (2014). "How QuarkXPress became a mere afterthought in publishing". Ars Technica.

Jones, S. (2002). Encyclopedia of New Media. SAGE Publications. 127. ISBN 978-0761923824. Retrieved 2022-05-29.

Saurabh Chugh (2019). What Is Desktop Publishing Course? Lifewire tech for Humans Dotdash Meredith publishing family.

Semenov, Alexey (2005) Information and communication technologies in schools: a handbook for teachers, or how ICT can create new, open learning environments.www.unesco.org

Suresh Khanal (2017).Word Processing, Word Processor & DTP. FAST Direct. Execution. https://mcqsets.com/s/microsoft

Tom May (2021). The best desktop publishing software. Future Publishing Limited Quay House, The Ambury, Bath BA1 1UA.

World Health Organization (2023). A Clinical Case Definition For Post Covid-19 Condition In Children And Adolescents. EXPERT CONSENSUS. CC BY-NC-SA 3.0 IGO licence. WHO/2019-nCoV/Post\_COVID-19\_condition/CA/Clinical\_case\_definition/2023.1