



Availability of Digital Resources and Lecturers' Job Effectiveness in Universities

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Abstract

This study examined Availability of Digital Resources and lecturers' job effectiveness in Universities. A descriptive survey research design was used for the study. The population comprised 110 lecturers from two universities in Cross River State, namely University of Calabar (UNICAL), and University of Cross River State, (UNICROSS) through purposive sampling. Two structured instruments titled "Availability of Digital Resources (ADR), and Lecturers' Job Effectiveness (LJE), was used for data collection. The questionnaire was face and content validated by three experts in Educational Management and the other from Measurement and Evaluation department, all from University of Calabar, Cross River State. The instrument's reliability was determined using Cronbach Alpha statistics with the average index of ADR as 0.79 while that of LJE was 0.82, implying that the instruments were reliable. All the 109 copies of questionnaire administered by the researchers with the help of five trained research assistants, were retrieved and used for the study. Research hypotheses were tested at 0.05 level of significance with Pearson Product Moment Correlation respectively. The study finding reveals that there is a statistically significant relationship between digital resources availability and lecturers' job effectiveness in universities in Cross River State. Based on the findings, the study concluded that digital resources availability has a statistically significant relationship with lecturers' job effectiveness in universities, Cross River State. It was recommended that university administrators should invest more in digital resources by ensuring there is steady electricity, reliable internet services, and computers to enable lecturer embark on research freely. This is essential for ensuring that lecturers have the tools they need to deliver efficient services to the student, university, and the host community.

Keywords: Digital resources, Availability, Lecturers', Job Effectiveness, Public Universities.

Introduction

The Nigerian education system is structured into several levels namely: Early Childhood Education (pre-primary), Primary Education, Secondary Education, Tertiary Education, and Adult and Non-formal Education. The university which is the stage that comes after secondary falls under the tertiary level. This level of education is aimed at the achievement of a range of ends such as the development of knowledgeable and skillful individuals with the ability to think rationally, the formation of a sustainable community and the realization of economic goals benefiting both individuals and their communities (Obona *et al.*, 2020; Obona *et al.*, 2024; Iyaji *et al.*, 2024) ^[14, 12, 8]. At such, many students who graduate from secondary schools in Nigeria consider university education as the only ticket to a better life in the society.

Another unique feature of tertiary institution is their role in producing high-potential graduates and researchers (Ayomide *et al.*, in Obona *et al.*, 2023). This aligns with the submission of Etor *et al.* (2019) ^[7] that by the time students complete their education,

they are expected to possess the competencies necessary for employment. Indeed, the university system needs teachers who are described as the vital human resource as well as the cornerstone of the entire educational system in Nigeria (Obona & Etete, 2019) ^[7]. Aside this, the success or failure of these institutions is closely tied to the service delivery of the lecturers or academic staff, which also impact the institution's overall effectiveness. According to Nwokonko (2025) ^[13], the effectiveness of university departments largely depends on leadership and the corresponding work attitudes of teaching and non-teaching staff.

In the context of this study, lecturers job effectiveness is the extent to which university teachers successfully perform their constitutional duties which results in beneficial outcomes for the students, the school, and the host community. Usoro *et al.*, (2020), define effectiveness as the commitment of workers to their duties, leading to high productivity. According to Levy (2019) ^[10], it is the extent to which a lecturer aligns with their institution's goals and demonstrates a commitment to remaining part of the organization. Similarly, Adeolu, *et al.*, (2022) ^[1] describes it as a lecturer's loyalty and emotional attachment to the institution. Lecturers' effectiveness can be assessed through many dimensions. Bassey and Bassey (2024) ^[4] mention that teaching, research and publishing, innovation, and community service are some of the measures used to assess the success of academic staff in tertiary institutions. Pare and Tremblay (2017) ^[20] assert that lecturer effectiveness is linked to behaviors characterized by strong engagement, a decreased likelihood of leaving the institution, a commitment to going above and beyond in fulfilling responsibilities, and a readiness to support and elevate colleagues, embodying a sense of corporate citizenship.

More so, lecturers in the university are essential in shaping the lives of students as future professionals. As such they are expected to provide theoretical and practical knowledge, skills, and guidance. They are to mentor students, assess their progress, and serve as role models. Additionally, effective lecturers contribute to curriculum development, engage in research, and involve students in community initiatives. Therefore, their job effectiveness is key to the realization of goals of university education in the state, country and beyond. Lecturers job effectiveness has been a source of concern to many stakeholders (Adeolu, *et al.*, 2022) ^[1]. The increasing relevance of university education to human transformation and socio-economic development has highlighted the need to assess the job effectiveness of lecturers.

However, concerns have been raised regarding the job effectiveness of these educators. Ekundayo and Oluyeye (2020) ^[6] submitted that some academic staff in Nigeria institutions showed unprofessional attitude to their work in terms of poor teaching, lateness to class, and absenteeism from the class. Also, in the area of research, some did not devote much time to conduct good research work. Ekundayo and Oluyeye (2020) ^[6] asserts that some academic staff are more focused on publishing merely to secure timely promotions rather than pursuing groundbreaking research. Oyaziwo (2019) ^[19] laments that majority of the institutions are not making any impact on the socio-economic and political development of the country that is yearning for development. Bassey and Bassey (2024) ^[4] observed that some academic staff tend to skip essential course content and fail to maintain proper classroom discipline. Madukwe *et al.*

(2024) ^[12] pointed out that many academic staff frequently absent themselves from work for trivial reasons.

Lecturers job effectiveness can be influenced by a variety of factors, including availability of digital resources. This is because digital resources are essential tools that can enhance teaching effectiveness, motivate academic staff to engage more in their work, and ultimately boost their overall effectiveness in tertiary institutions. Digital resources encompass electronic materials utilized for education, information, or entertainment, accessible through devices such as computers, tablets, and smartphones. Krubu and Osawaru (2011) ^[9] highlighted that digital resources such as search engines, the internet, CD-ROMs, online databases, and the World Wide Web, are tools employed for acquiring, storing, processing, retrieving, and distributing information. The term 'digital' is used in describing the specific knowledge and skills that constitute teachers' professional digital competence (Heine, 2023) ^[11]. They include internet, e-books, online databases, digital libraries, multimedia content like videos and podcasts, educational software, and apps. Others include websites, blogs, and social media platforms that provide tutorials, large information, and opportunities for networking.

Lecturers often experience immense pressure to balance responsibilities, like conducting research, publishing academic works, teaching classes, mentoring students, and contributing to various committees. Therefore, it is essential for them to be provided with a wide array of digital resources to effectively implement curricula and enhance their research activities. Access to a wide range of up-to-date, diverse resources and materials will assist lecturers in delivering high-quality instruction, engage in meaningful research, and contribute to academic development and performance of the students.

Problem of the study

Lecturers are crucial in the university system. They are adjudged effective in their job through their capacity to provide high-quality instruction, motivate and engage students, accurately assess and evaluate student performance, contribute to the development of the curriculum, and take part in research and community initiatives to drive development. Effective lecturers do not only impart knowledge and skills on the students but also create a supportive learning atmosphere that foster student development, and support in every way possible to ensure that the institution achieve its academic goals and objectives.

Unfortunately, lecturers job effectiveness in public universities has been questionable in recent times. For instance, there has been a significant decline in the quality of teaching, research, and community service activities. This issue is evident not only in the questionable quality of graduates, but also in concerns raised by employers. The researcher observed that some lecturers display a nonchalant attitude toward their job, as evident in poor teaching practices, frequent lateness to class, and absenteeism from classes. In terms of research, many do not dedicate sufficient time to producing thorough and high-quality work. Furthermore, the motivation to participate in community services appears to be quite low. Additionally, some academic staff seem to lack adequate subject knowledge, and show little interest in research, extracurricular activities, and community services. If these unprofessional conducts are not

immediate addressed, the impact on the quality of students produced from these ivory towers will continue to deteriorate, with disastrous consequences on the economy.

The Government and university management had invested so much in the area of providing and maintaining basic infrastructure, employment of teachers and payment of teacher's monthly salary among other initiatives. Yet, the result is not commensurate with the effort invested thus far. The researcher is curious to know whether the availability of digital resources will solve the observed problem of lecturers' job effectiveness in public universities. This led to the question: Is there a relationship between availability of digital resources lecturers' job effectiveness in universities?

Purpose of the study

This study investigated availability of digital resources and lecturers' job effectiveness in universities. Specifically, the study aimed at determining the relationship between: Digital resources availability and lecturers' job effectiveness in public universities in Calabar Cross River State.

Research hypotheses

This research hypothesis guided the study:

There is no significant relationship between digital resources availability and lecturers' job effectiveness in public universities in Calabar Cross River State.

Significance of the study

The study's findings may help institutional management to recognize the critical role media resources play in education, prompting them to allocate more funds to ensure these resources are readily available, thereby aiding both staff and students in achieving greater success in their respective roles.

Review of related literature

Availability of digital resources

The availability of media resources has the potential to greatly improve teaching effectiveness. It refers to the presence of digital tools and technologies, such as the internet, online databases, and software, to acquire, process, store, retrieve, and disseminate information. Odunlade (2017)^[17] stressed that digital resources and their availability play a major role in teaching. For effective teaching to take place teachers must have access to various types of resources particularly in their areas of specialization. The researcher added that this will not only broaden their knowledge base but also prepare them ahead of the challenges that may face them in the course of imparting knowledge.

Odunlade (2017)^[17] in a study investigated the types of information resources available for teaching and learning in Nigerian polytechnics and their impact on academic staff teaching effectiveness. Using a survey design, 1,411 participants, including 46 academic staff teaching four selected HND-level courses and 1,365 HND II students from 12 Federal Polytechnics, were sampled through a multi-stage technique. Structured questionnaires were administered, with an 89% response rate (1,256 responses). Data analysis using descriptive statistics, Pearson Product Moment Correlation, and Multiple Regression revealed that textbooks (82.6%) and journals (78.3%) were the primary information resources available to academic staff, while electronic resources were scarcely available. Despite this, the accessibility of print resources was high, and both the availability and accessibility

of information resources positively influenced teaching effectiveness, with accessibility being the strongest predictor at 18%.

Bello, Yusuf, and Adebayo (2018)^[15] conducted research to assess the availability and utilization of digital resources in public universities in Northern Nigeria and their impact on academic staff job performance. Using a mixed-methods approach, they combined quantitative data from a survey of 400 academic staff, selected through stratified sampling, with qualitative insights from focus group discussions involving 20 academic staff. Descriptive statistics were used to analyze the survey data, while thematic analysis was applied to the qualitative data. The study revealed that although digital resources were available, their utilization was moderate due to challenges such as insufficient training and limited access. Nevertheless, when digital resources were effectively utilized, there was a notable improvement in job performance, especially in research and publication activities. The study suggested ongoing training to enhance academic staff digital literacy.

Okeke and Eze (2021)^[18] investigated the effect of digital resource availability on teaching effectiveness among academic staff in private universities in Eastern Nigeria. Employing a survey research design, they targeted 150 academic staff from three private universities, selected through purposive sampling. The primary data collection tool was a structured questionnaire, which was validated by experts and had a Cronbach's alpha reliability coefficient of 0.82. The data were analyzed using descriptive statistics and linear regression analysis. Results indicated that the availability of digital resources, such as online libraries and educational software, positively influenced academic staff teaching effectiveness, particularly in lecture preparation and delivery. The study concluded that private universities should expand their digital resources to further improve the quality of teaching.

Aina and Ogungbeni (2020)^[2] explored the impact of digital resources on academic staff job effectiveness within selected universities in Southwestern Nigeria. They utilized a descriptive survey research design and focused on a sample of 250 academic staff from five universities, chosen through simple random sampling. Data were collected using a structured questionnaire that was validated by experts and demonstrated a reliability coefficient of 0.78. Analysis of the data, which included both descriptive and inferential statistics such as Pearson Product-Moment Correlation, revealed that the availability of digital resources like e-books, online databases, and educational software significantly enhanced academic staff effectiveness in their teaching, research, and community service roles. The study emphasized the need for universities to increase investment in digital resources to further boost job effectiveness.

In another study, Ajiboye, Oke, and Falola (2019)^[3] examined the relationship between the availability of digital resources and job effectiveness among academic staff in Lagos State polytechnics. This correlational study involved 320 academic staff from three polytechnics, selected through stratified random sampling. The researchers collected data through a combination of questionnaires and interviews, which covered the availability of digital resources, frequency of use, and perceived job effectiveness. The findings, analyzed using multiple regression, indicated a strong positive correlation between the availability of digital

resources and academic staff' job effectiveness, particularly in the areas of content delivery and research productivity. The study recommended that polytechnics prioritize the provision of modern digital resources to enhance academic performance.

The literatures reviewed thus far have shown a significant relationship between the main variables of this study. However, there appeared to be no known studies particularly on the relationship between digital resources lecturers job effectiveness in terms of their availability in public universities in Cross River State, Nigeria. This study is therefore, to fill a gap in knowledge.

Methodology

A descriptive survey research design was used for the study. According to Nwagwu (2006), descriptive survey design is one of the best designs for describing situation without manipulation. The population comprised 110 lecturers from two universities in Cross River State, namely University of Calabar (UNICAL), and University of Cross River State, (UNICROSS) through purposive sampling. Two structured instruments titled "Availability of Digital Resources (ADR), and Lecturers' Job Effectiveness (LJE), was used for data collection. The questionnaire was face and content validated by three experts in Educational Management and the other from Measurement and Evaluation department, all from University of Calabar, Cross River State. The instrument's reliability was determined using Cronbach Alpha statistics with the average index of ADR as 0.79 while that of LJE was 0.82, implying that the instruments were reliable. All the 109 copies of questionnaire administered by the researchers with the help of five trained research assistants, were retrieved and used for the study. Research hypotheses were tested at 0.05 level of significance with Pearson Product Moment Correlation respectively.

Result

Test of Hypotheses

There is no statistically significant relationship between digital resources availability and lecturers' job effectiveness in universities in Cross River State. The two variables in this hypothesis are digital resources availability and lecturers job effectiveness. The result of the data analysis is presented in table 1.

Table 1: Pearson Product Moment Correlation on the significant relationship between digital resources availability and lecturers' job effectiveness in universities in Cross River State (N=110)

Variables	$\bar{X}$	S. D	r	Sig.
Digital resources availability	19.01	3.47		
Lecturers' job effectiveness	19.58	3.35	.87*	.000

*Significant at $p < .05$ df=108

Table 1 showed the correlation coefficients between digital resources availability and lecturers' job effectiveness in universities in Cross River State. The correlation coefficients was statistically significant for lecturers' job effectiveness ($r = .87$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected. The result of the analysis revealed that there is a statistically high positive significant relationship between digital resources availability and lecturers' job effectiveness in universities in Cross River State.

Discussion of findings

The finding of research hypothesis one reveals that there is a statistically significant relationship between digital resources availability and lecturers' job effectiveness in universities in Cross River State. This is possibly because university administrators such as deans, directors and head of department are aware of the roles of digital tools in enhancing the service delivery of the university teachers so they ensure the availability of these resources like computers, digital libraries and resource rooms among others in their various departments and faculties. These initiatives boost lecturers job effectiveness. The implication is that the more digital tools are provided for effective teaching to take place, the more lecturers will improve their job effectiveness and vice-versa.

The study finding is in line with the findings of Odunlade (2017) ^[17] that digital resources and their availability play a major role in teaching. The researcher added that this will not only broaden their knowledge base but also prepare them ahead of the challenges that may face them in the course of imparting knowledge. The finding also collaborates that of Aina and Ogungbeni (2020) ^[2] who explored the impact of digital resources on academic staff' job effectiveness within selected universities in Southwestern Nigeria. The study revealed that the availability of digital resources like e-books, online databases, and educational software significantly enhanced academic staff' effectiveness in their teaching, research, and community service roles. The findings is similar to that of Ajiboye, Oke, and Falola (2019) ^[3] who examined the relationship between the availability of digital resources and job effectiveness among academic staff in Lagos State polytechnics. The findings, analyzed using multiple regression, indicated a strong positive correlation between the availability of digital resources and academic staff' job effectiveness, particularly in the areas of content delivery and research productivity.

Conclusion

The study concluded that digital resources availability has a statistically significant relationship with lecturers' job effectiveness in universities, Cross River State. This suggests that the provision of digital infrastructure as well as providing ongoing to lecturers on their use could lead to efficient service delivery among lecturers in the university system.

Recommendations

Based on the findings of this study, the following recommendations were proffered.

1. The university administrators should invest more in digital resources by ensuring there is steady electricity, reliable internet services, and computers to enable lecturer embark on research freely. This is essential for ensuring that lecturers have the tools they need to deliver efficient services to the student, university, and the host community.

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