

ICT Facilities Situation and Academic Staff Job Performance in State-Owned Universities in Southwest Nigeria

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Abstract: *The study aimed to examine the relationship between ICT facilities and academic staff job performance in state-owned universities in Southwest Nigeria. It assessed the overall job performance of academic staff and investigated how the availability and quality of ICT facilities influence their productivity. A descriptive survey research design was used, involving 450 academic staff from three state-owned universities selected through a multi-stage sampling procedure. Data were collected using two instruments: the ICT Facilities Questionnaire (IFQ) and the Academic Staff Job Performance Questionnaire (ASJPQ). Reliability coefficients of 0.83 and 0.85, respectively, were obtained, indicating high reliability. The study revealed high overall job performance among academic staff, particularly in punctuality, student engagement, mastery of subject matter, and participation in academic events. However, there were areas for improvement, such as community advisory services and involvement in professional bodies. A significant relationship was found between the situation of ICT facilities and academic staff job performance, with a correlation coefficient of 0.629 at a 0.05 level of significance. The study recommends that university management should invest in upgrading ICT facilities to enhance digital literacy and support interactive learning, thereby improving job performance. Continuous professional development through regular workshops and training sessions should be prioritized to keep lecturers updated on educational trends and methodologies.*

Keywords: ICT facilities, situation, academic staff, job performance, state-owned universities

INTRODUCTION

Academic staff play a crucial role in higher education institutions, particularly universities. Academic staff, as their name suggests, are professionals responsible for overseeing the teaching and research programmes of higher education institutions, as well as providing other academic services. The significance of academic staff in the advancement of higher education institutions should not be ignored, as they are responsible for executing instructional activities within educational establishments. The academic staff members refer to the faculty members who are responsible for teaching in tertiary institutions. They engage in three primary functions inside the institutions: teaching, research, and community service.

The academic staff serve as creators of human resources for the nation. Folorunso, et al. (2014) argue that the job performance of academic staff is crucial due to the significant role of university education in producing teachers for Universal Primary Education, skilled healthcare professionals, and professionals in fields such as accounting, economics, and journalism, which are essential for private businesses and effective governance.

The quality of education in higher institutions of learning is heavily influenced by the job performance of academic personnel. If the work performance of lecturers is weak and ineffective, the entire education system would be unstable. Hence, the job performance of academic staff is crucial for any enhancement in education. The evaluation of academic staff job performance in Nigerian tertiary institutions can be assessed by considering the quality of student instruction, the extent of research undertaken by the staff, and the community services provided by the staff. Within universities, the responsibilities of academic staff are defined as follows: delivering lectures, acting as examiners, providing assistance in laboratory work, overseeing students' projects, conducting research, guiding junior lecturers, developing curriculum, assisting in departmental administration, and performing other relevant tasks (FRN, 2013). Therefore, evaluating the job performance of academic staff must be grounded in these designated responsibilities and similar ones. In order for an academic staff member at a university to be considered productive, they must develop and implement instructional strategies that enhance effective learning, conduct research, evaluate student performance, teach effectively, allocate sufficient time for teaching, enforce discipline among students, provide guidance, demonstrate fairness in their interactions with students, and motivate students to achieve higher levels of success. Academic staff carry out various duties related to teaching, research, and other scholarly activities. They also contribute to the well-being of the institution, community, and their profession through shared governance, community service, and professional activities. Teaching is a complex process that involves various distinct aspects or qualities of the instructor, which can be challenging to assess using quantitative methods. The objective of education is to facilitate the acquisition of knowledge by students. Good teaching requires a multitude of skills and involves various tasks such as individual consultations, classroom instruction, supervising postgraduate students, providing guidance to students, evaluating their work, contributing to the design and enhancement of courses, and developing the curriculum.

The job performance of academic personnel in universities seems to fall short of expectations. During their interactions with undergraduates, it was observed that certain academic staff members were not adequately prepared for their classes, leading to ineffective lecture delivery and insufficient coverage of the curriculum. Additionally, some students expressed the belief that these staff members rely on outdated teaching methods and do not incorporate modern pedagogical approaches or technology into their instruction. Several students voiced their dissatisfaction with academic staff members who are not easily reachable or accessible beyond the confines of the classroom. Examples of such issues may encompass delayed responses to emails or insufficient support for academic or personal matters. Regarding teaching, the researcher also noted that certain academic staff members demonstrate a lack of punctuality in the classroom, while others who are timely in the institution fail to actually educate in the classroom. It was noted that several academic personnel seem to lack a strong command of the subject material. It is a well-known fact that certain professors refrain from teaching their pupils until the examination period is imminent.

There have been instances where certain academic staff members rarely fulfil their duty of supervising examinations. In some cases, this important responsibility is given to postgraduate students. This situation has significantly contributed to the problem of examination malpractice in numerous Nigerian universities. In addition, there have been instances where certain members of the academic staff have utilised graduating students to instruct, document examination scores, and calculate students' outcomes.

Tertiary education places emphasis on research and development. Some claim that the adequacy of research output can be assessed by considering both the amount and quality of publications. The reputation of a university is mostly established by the calibre of its research output and the influence it exerts on the local community, the nation, and international relations. According to Al-Ghandi (2015), the reputation and status of a university are mostly influenced by the quality and effect of its research output. There appears to be a decrease in the quality of research among academic faculty at universities as a result of a lack of incentives for conducting research and publishing. In addition, several members of the academic faculty are encountering challenges when doing research and producing high-quality papers for publication. Academics lacking current knowledge will undoubtedly make a minimal or nonexistent contribution to the advancement of education. Lehrer (2020) confirmed the occurrence of the "decline effect" in scholarly research. It identifies cases when early study findings demonstrate robust outcomes, but subsequent studies are unable to reproduce the same effects, indicating a possible deterioration in research excellence among academic personnel. Horton (2015) also confirmed the deficiencies in the existing academic research and peer review system.

Empirical evidence has demonstrated that certain members of the academic faculty do not exhibit the level of dedication expected of them in their professional roles. Some individuals appear to be more involved in private enterprises that potentially yield them more financial gains than their main responsibilities at the institution. Basil, et al. (2013) also agreed with this perspective, stating that the decline in work performance among academic staff in Nigerian universities is on the rise. Additionally, they claimed that certain members of the academic staff engage in private business endeavours in order to supplement their meagre pay.

One wonders if the decrease in academic staff work performance is a consequence of the current state of ICT infrastructure in institutions. Adeyemi and Mary (2013) noted that Information and Communications Technology (ICT) has revolutionised the fields of teaching, learning, and research, bringing about a sense of enthusiasm and excitement. It has emerged as a prominent instructional technology. At its most basic level, it can be utilised to create and deliver educational content in the form of slide presentations in lecture halls.

Information and Communication Technology (ICT) plays a crucial role in stimulating economic growth. A personal computer exemplifies the most well recognised application of information and communication technology (ICT) in the field of education. The acronym ICT stands for Information and Communication Technology, a widely used term in today's society. ICT, or Information and Communication Technology, encompasses a wide range of technologies that are used to create, store, process, and utilise information in computerised systems and devices. These technologies aim to improve human communication (Olayanju & Asogwa, 2010). The academic staff operates in a modern

era characterised by rapid data processing and transmission. Information technologies are now integrated into various fields, including education.

In addition to utilising information and communication technology for educational objectives, academic staff depend on ICTs to carry out some fundamental tasks. The majority of administrative tasks performed by academic staff, such as record-keeping and result computation, are still carried out manually. This manual approach hinders the administrative process and creates a burdensome workload for academic staff (Adeyemi & Mary, 2013). Information and Communication Technology (ICT) can be utilised in instructional methods such as e-learning. Regrettably, numerous instructors in Nigerian colleges lack sufficient ICT facilities in their offices for delivering lectures or teaching, which evidently impacts their job effectiveness.

Bassey's (2013) research found a strong correlation between the use of computer systems for processing, storing, retrieving, and publishing students' results and improved accuracy and efficiency in coordinating school activities in private schools in Kwara state. A study conducted at the University of Maiduguri in Nigeria by Ibrahim, et al. (2016) found that the university heavily relies on information and communication technology (ICT). The study also concluded that the use of word processing software has greatly improved administrative tasks within the university. In their study, Kayode, et al. (2019) discovered that the presence of information and communication technology (ICT) facilities is strongly correlated with the job performance of employees.

Regrettably, a significant number of personnel employed in Nigeria's higher education institutions lack fundamental computer proficiency in the current era of sophisticated technology (Idowu, et al., 2017). Before academic staff can effectively utilise ICT to provide lectures, it is imperative to address the current deficiency in ICT literacy among these staff members. Agboze, et al. (2012) determined that the use of ICT resources in teaching was limited due to several restrictions. The limits encompass a scarcity of proficient personnel proficient in multimedia equipment application, as well as an absence of multimedia equipment facilities and infrastructure inside the university, which has adversely impacted the country. From the information provided, it can be deduced that the use of ICT facilities has the potential to enhance the job performance of academic personnel. This study aims to investigate the correlation between the status of ICT facilities and the work performance of academic staff in state-owned universities in Southwest Nigeria.

The main purpose of the study was to examine ICT facilities situation and academic staff job performance in state-owned universities in Southwest Nigeria. Specifically, the study examined: the level of academic staff job performance in state-owned universities in Southwest Nigeria; and the relationship between ICT facilities situation and academic staff job performance.

Research Question

1. What is the level of academic staff job performance in state-owned universities in Southwest Nigeria?

Research Hypothesis

1. There is no significant relationship between ICT facilities situation and academic staff job performance

METHODOLOGY

The descriptive research design of the survey type was adopted in the study. The population comprised of all academic staff in state-owned universities in Southwest Nigeria. The states in South West of Nigeria were Lagos, Ogun, Oyo, Osun, Ondo and Ekiti. The total number of State owned Universities was 12. The sample for this study consisted of 450 academic staff from 3 state-owned universities in Southwest Nigeria. The sample was selected through multi stage sampling procedure. In stage one, three states were selected through simple random sampling technique. The second stage involved the selection of 1 state-owned university from each state through simple random sampling technique. In stage three, twenty academic departments were selected from each of the institutions using stratified random sampling technique. In stage four, proportionate sampling technique was used to select academic staff from each academic department while the Head of Department of each academic departments was purposively selected to assess academic staff job performance.

Two research instruments were used for collecting the data for the study. The instruments were ICT Facilities Questionnaire (IFQ) and Academic Staff Job Performance Questionnaire (ASJPQ). ICT Facilities Questionnaire (IFQ) consisted of two sections namely section A and B. Section A sought for bio-data of the respondents. Section B consists of 10 items on ICT facilities situation. The target respondents who responded to the questionnaire were academic staff. The instrument adopted 4-point Likert type scale which was used as follows: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Academic Staff Job Performance Questionnaire (ASJPQ) consisted of three sections namely section A, B and C. Section A sought for information of respondents that were assessed by heads of various academic departments selected for the study. Section B sought for information on the academic staff being assessed. Section C consisted of 20 items on academic staff job performance which focused on areas such as teaching, research/publication output and community services. A 5 point Likert type scale was used as follows: Excellent (E) = 5, Very Good (VG) = 4, Good (G) = 3, Fair (F) = 2, Poor (P) = 1.

To ensure the face and content validity of the instruments, the instruments were subjected to screening by experts in the areas of Tests and Measurement and Educational Management. The reliability of the instruments was carried out using the test re-test method. The IFQ and ASJPQ were administered twice within an interval of two weeks on 20 academic staff and 2 heads of academic departments in one university that will not be included in the sampled universities for the study. The scores from the two sets of responses were correlated using Pearson Product Moment Correlation analysis to obtain the reliability coefficients of the instruments. A reliability coefficient of 0.83 was obtained for IFQ and 0.85 was obtained for ASJPQ. The coefficients were considered high enough for the reliability.

The researcher took permission from the school management of each of the sampled universities. The researcher administered the questionnaire with the aid of 2 research assistants. The data collected through the instruments were analyzed using descriptive and inferential statistics. The research

question was answered using means and standard deviation. The hypothesis was tested using Pearson's Product Moment Correlation analysis at 0.05 level of significance.

RESULTS

Research Question 1: What is the level of academic staff job performance in state-owned universities in Southwest Nigeria?

Table 1: Descriptive analysis of academic staff job performance state-owned universities in Southwest Nigeria N= 450

N	Items	Mean	SD
1.	Punctuality at lectures	3.81	0.59
2.	Use of relevant materials for teaching	3.69	0.58
3.	Mastery of the subject matter	3.78	0.56
4.	Coverage of course contents	3.72	0.56
5	Students' participation in class during his/her lectures	3.89	0.58
6.	Ability to communicate effectively	3.61	0.55
7.	Students' evaluation at the completion of a course	3.62	0.58
8.	Marking of students' examination scripts at the stipulated time	3.59	0.60
9.	Prompt computation of students' results	3.69	0.68
10.	Attendances at conferences	3.81	0.69
11.	Publication in reputable journals	3.62	0.52
12.	Regular research publications	3.66	0.53
13.	Contribution to knowledge through book writing	3.72	0.65
14.	Paper presentation in conferences	3.63	0.53
15.	Giving advisory services to members of community	3.32	0.79
16.	Involvement in public enlightenment programmes	3.65	0.88
17.	Rendering of consultancy services to communities and agencies	3.58	0.75
18	Serving as a member of professional bodies	3.09	0.77
19	Disseminating research findings to host community to the university	3.45	0.98
20	Participating as a committee member to serve the community	3.56	0.92

Mean Cut-Off: 3.00

The table presents a descriptive analysis of the job performance of academic staff in state-owned universities in Southwest Nigeria, based on responses from 450 participants. The mean scores and standard deviations for 20 items related to various aspects of job performance are listed, with all mean scores exceeding the cut-off value of 3.00, indicating a high level of job performance overall.

Academic staff demonstrated strong punctuality at lectures (Mean = 3.81, SD = 0.59) and high attendance at conferences (Mean = 3.81, SD = 0.69), reflecting their commitment to timeliness and participation in academic events. The highest mean score was observed for students' participation in class (Mean = 3.89, SD = 0.58), suggesting that lecturers effectively engage students and promote

interactive teaching methods. Mastery of the subject matter (Mean = 3.78, SD = 0.56) and thorough coverage of course contents (Mean = 3.72, SD = 0.56) also received high scores, indicating that lecturers are both knowledgeable and comprehensive in their teaching.

The use of relevant teaching materials (Mean = 3.69, SD = 0.58) and the ability to communicate effectively (Mean = 3.61, SD = 0.55) were positively rated, showing that academic staff employ appropriate resources and communicate well with students. In the areas of research and community service, academic staff performed commendably in publication in reputable journals (Mean = 3.62, SD = 0.52) and regular research publications (Mean = 3.66, SD = 0.53), reflecting a strong commitment to scholarly work.

However, there are areas with relatively lower scores, such as giving advisory services to the community (Mean = 3.32, SD = 0.79) and serving as a member of professional bodies (Mean = 3.09, SD = 0.77), suggesting potential for improvement in community engagement and professional involvement. Overall, academic staff in these universities excel in student interaction and academic duties, while there is room for enhancing their contributions to community service and involvement in professional bodies

Testing of Hypothesis

Hypothesis 1: There is no significant relationship between ICT facilities situation and academic staff job performance

Table 2: Relationship between ICT Facilities situation and academic staff job performance

Variables	N	Mean	Stand Dev	r-cal	P-value
ICT Facilities Situation	450	25.48	2.78	0.629*	0.000
Job Performance	450	72.49	4.92		

*P<0.05

Table 2 showed that the r-cal value of 0.629 is significant at 0.05 level of significance because the P-value (0.000) < 0.05. The null hypothesis is rejected. This implies that there is a significant relationship between ICT facilities situation and academic staff job performance in state-owned universities in Southwest Nigeria.

DISCUSSION

The job performance of the academic staff was above average. The probable reason for the above-average job performance among the majority of academic staff may be attributed to the ICT facilities situation that fosters motivation and collaboration.

A correlation was discovered between the state of ICT facilities situation and the job performance of academic staff. The strong correlation between ICT facilities and academic staff job performance indicates that the presence and calibre of Information and Communication Technology (ICT) resources have a direct influence on the productivity and proficiency of academic staff in their work. Consistent with this discovery, Kayode, et al (2019) observed a substantial correlation between the presence of

information and communication technology (ICT) resources and both the effective utilisation of ICT and the work performance of employees. Therefore, a well equipped ICT infrastructure has the potential to increase teaching, research, and administrative tasks, resulting in enhanced overall job performance among academic personnel. The statement emphasises the significance of investing in and preserving current ICT facilities in educational institutions, as they are essential in supporting the contemporary requirements of teaching and research. Institutions that possess strong ICT facilities may gain a competitive edge in attracting and keeping highly educated academic personnel, hence enhancing the overall success and prestige of the educational institution.

CONCLUSION

Based on the descriptive analysis of academic staff job performance in state-owned universities in Southwest Nigeria, it can be concluded that academic staff demonstrate high overall job performance. The staff are particularly strong in punctuality at lectures, participation in conferences, student engagement, mastery of subject matter, and thorough coverage of course content. They effectively use relevant teaching materials and communicate well with students, contributing to their high performance in academic duties.

In the areas of research and community service, academic staff perform commendably in publishing in reputable journals and maintaining regular research publications, reflecting their dedication to scholarly work. However, there are areas for improvement, such as providing advisory services to the community and participating in professional bodies, which received relatively lower scores.

Moreover, the analysis reveals a significant relationship between the availability of ICT facilities and academic staff job performance, with an r -cal value of 0.629, significant at the 0.05 level. This indicates that enhancing ICT facilities in state-owned universities in Southwest Nigeria can positively impact academic staff performance. Overall, while academic staff excel in teaching and research, there is potential for increased engagement in community service and professional activities, and improvements in ICT infrastructure could further enhance their performance.

Recommendations

Based on the findings of the study, it is recommended that university management should invest in upgrading ICT facilities to align with modern educational requirements. Enhanced ICT infrastructure will promote digital literacy among academic staff and support interactive learning methods, thereby improving their job performance. By integrating advanced technology into teaching practices, lecturers can better engage students and facilitate a more dynamic and effective learning environment. Additionally, access to state-of-the-art ICT resources will enable academic staff to conduct more efficient research, publish findings more readily, and participate in global academic discourse, thus contributing to the overall academic reputation and output of the universities.

Furthermore, universities should prioritize continuous professional development for academic staff. This includes organizing regular workshops, seminars, and training sessions focused on both pedagogical skills and subject matter expertise. Such initiatives will ensure that lecturers remain updated on the latest educational trends and methodologies, thereby enhancing their teaching

effectiveness and research capabilities. Additionally, academic staff should be encouraged and supported to engage in community service and professional bodies. Establishing clear policies and incentives for community engagement and professional involvement can foster a culture of broader societal contribution and professional growth, ultimately leading to a more well-rounded and impactful academic workforce. By addressing these areas, universities can significantly enhance the productivity and effectiveness of their academic staff, benefitting both the institution and the wider community.

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