

QUALITY OF TEACHING RESOURCES AND LECTURER COMPETENCY IN SELECTED UNIVERSITIES OF OSUN STATE

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Abstract

Stakeholders of education in Osun State are concerned about the seemingly low standard of university education. This might be due to the low quality of available teaching resources, responsible for the adequacy of lecturer competency. Lecturers are confronted with a situation whereby they have to work with inadequate teaching resources in their dissemination information to the students. This study, therefore, examined the relationship between quality of available teaching resources and lecturer competency in selected universities of Osun State, Nigeria.

Descriptive survey of correlational type was used for the study. Three research questions and three hypotheses were used to guide the study. Out of a population of 3,520 university lecturers in Osun State, a sample of 422 lecturers were randomly selected from three universities and four faculties sampled. Mean and standard deviation were used to answer the three research questions while hypotheses were tested using PPMC.

Findings showed high level of lecturer competency (Mean = 3.32, Std = 0.57), moderate level of quality of teaching resources (Mean = 2.71, Std = 0.48) and positive significant relationship at $p < 0.05$ between physical facilities and lecturers' competency ($r = 0.27$; $p = .000$), human resources and lecturer competency ($r = 0.15$; $p = .002$) and a negative significant relationship between financial resources and lecturer competency ($r = -0.13$; $p = 0.01$).

The study concluded that adequacy of the quality of teaching resources enhance lecturer competency. Recommendation was made that, stake holders should provide adequate teaching resources and organize effective staff development programmes in order to improve the competency of the universities lecturers.

Keywords: Lecturer competency, Quality of teaching resources and Staff development Programmes

Introduction

There has been growing concern from government, educational agencies, university top management and principal officers, as well as allied stake holders in the education industry, about the quality of education in African developing countries. However, poor quality education could be a result of low level of lecturer competency. An analysis of the impact of teaching resources requires a close monitoring of the quality, quantity and level of distribution in the institutions. Education is an agent of transformation that increases people's capacities to transform their visions into reality. This is attested to by Isiaka, Abdulkareem and Atolagbe (2018) who expressed that, educational

institutions irrespective of the type and ownership are designed to attain specific goals and objectives which are instruments for the development of any nation, both culturally, economically, politically, socially and technologically, if given total attention. A number of decisions for future actions in order to achieve quality education is preceded by heavy investments in terms of finance, human resources and material resources into the education system. It has been found that the major cause of the difference between the education of the developed and developing countries lies in the competency of the teachers and quality of education offered.

In essence, the fulfilment of the policy statements by the federal government on university education in Nigeria, which include provision of full-time and part-time courses of instruction are under threat due to low level of lecturers' competency. There are consistent complaints about the quality of lecturers and their low competency, which could be the reason for poor instructional delivery, poor quality research supervision and community development service, as well as poor commitment to work (Suleiman, 2015). For instance, Olusola (2017) reported that, many of the tutors in our classrooms are not qualified and this is the challenge we have to address. The scholar however affirmed that, 1,300 out of 1,599 and 21,800 out of 33,000 teachers in Kaduna state failed in tests generally meant for primary 4 (four) pupils in 2013 and 2017 respectively. According to the researcher, the story seems the same mostly in all levels of education in the country.

Competency is an underlying characteristic which is usually related to the criteria that are referenced as effective and superior performance in a job. Lecturers' competency therefore refers to performance and rational actions to meet certain specifications in the implementation of educational tasks. Hence, lecturers' competency could be ascertained in terms of adequate instructional delivery, quality research supervision and effective community development services. Zaka and Imam (2018).

However, quality education puts emphasis on quality of teaching resources, such as physical facilities, human resource and financial resources etc. The nature and quality of planned teaching resources significantly determine the outcome of lecturers' competency Bamiro and Adediji (2010). The scholars further submitted that, poor quality of teaching resources is one of the major challenges facing university education in Nigeria. In the same vain, research revealed that university education in Nigeria is facing multi-dimensional crises. The inadequacy of teaching resources seems to be the key reason for the low performance of lecturers. It appears that sufficient facilities have not been put in place for the usage of lecturers in the universities. Buckley, Schneider and Shang (2004) emphasized that teaching resources enable the lecturers to accomplish their task as well help the learner to learn and achieve effectively. Additionally, the scholar stated that the availability and proper usage of teaching resources can enhance the competency of the lecturers to discharge their mandate, effectively and efficiently which in turn positively affects the success of the institution. Lawrence (2013) postulated that the unavailability of quality of teaching resources negatively affects lecturers' competency. A good school environment and adequate teaching resources have a significant positive effect on teacher's motivation and student's achievement.

The availability, relevance and adequacy of physical resources in the universities contribute to the competency of lecturers while unattractive school buildings, crowded classrooms, non-availability of administrative blocks, office for lecturers and surrounding environment that have no aesthetic beauty, can contribute to low lecturers' competency. According to Adeogun and Osifila (2018) university environment includes permanent structures, semi-permanent, temporary, mobile, collapsible and even under the tree shade. The scholar further stated that, the goal of physical facilities development in the university education is to increase lecturers' competency, school attendance, motivation and to improve academic performance of students. The scholar argued further that, human resources is another indicator for the quality of teaching resources. The human resources include the teaching staff and non-teaching staff, which comprise the bursar, librarian, laboratory attendants, clerks, messengers, mail runners, gatekeepers, gardeners and cooks as well as

educational planners and administrators - all these were considered looking at the level of their skills and experiences.

Financial resource is one of the major challenges of the education sector. University education is not allocated the adequate funds required. Bamiro and Adedeji (2010) emphasized that, inadequate financing is one of the major challenges facing higher education institutions in Nigeria. Also the scholars asserted that higher education in Nigeria is facing multi-dimensional crises, and finance is one of the major challenges. Theoretically, availability of adequate quality physical resources has been proved to positively correlate with lecturer competency and the quality of education received by the students.

A study was carried out by Isiaka, Abdulkareem and Atolagbe (2018), to examine the relationship between the quality of resources input and the competency of colleges of education graduates in Oyo State. The findings of the study showed that there was significant relationship between physical facilities and the competency of colleges of education graduates. Another study was carried out by Obonyo Everlyne (2013) on educational resources and teachers' productivity in selected secondary schools in Awendo Division, Rong'o District, Kenya. The study found out that there was strong positive relationship between physical resources and teachers' productivity. Furthermore, a study on human resources and teachers' job performance in basic schools in Ilorin west local government area, Kwara State indicated that there was a significant relationship between human resources and teachers' job performance. Also, the study of Arop, Owan and Madukwe (2019) on human resource and teachers' job performance in secondary schools in Akamkpa Local Government Area of Cross River State, Nigeria, found that there was a significant relationship respectively between qualities of human resources and teachers' job competency in secondary schools. In another study by Philothere (2016) on educational inputs and their implications for output in public secondary schools in Nyarugenge and Nyamasheke Districts, Rwanda, found out that financial resources such as expenditures on staff, on boarding, and recurrent expenditure are the key predictors of teachers and students' performance.

Statement of the problem

There has been general outcry by the stakeholders in education that the standard of university education is falling below expectation. University lecturers attribute the reason for the dwindling quality of graduates to the unattractive condition of service as well as the inadequacy of teaching resources such as physical facilities, human resources and financial resources. The unavailability of these teaching resources for adequate instructional delivery, quality research supervision, and effective community service are either non-existence or inadequate in the universities.

Purpose of the Study

The main purpose of the study was to examine the relationship between quality of teaching resources and lecturer competency in selected universities of Osun State.

Specifically, the study investigated:

1. the level of lecturer competency in selected universities in Osun State;
2. the level of quality of teaching resources available in selected universities in Osun State;
3. the relationship between physical facilities and lecturer competency in selected universities in Osun State;
4. the relationship between human resources and lecturer competency in selected universities in Osun State;
5. the relationship between financial resources, and lecturer competency in selected universities in Osun State

Research Questions

The following research questions were raised in the study:

1. What is the level of lecturer competency in selected universities in Osun State?
2. What is the level of quality of teaching resources available in selected universities in Osun State?

Research Hypotheses

The following research hypotheses were formulated to guide the study:

- Ho1:** There is no significant relationship between quality of physical facilities, and lecturer competency in selected universities in Osun State.
- Ho2:** There is no significant relationship between human resources and lecturer competency in selected universities in Osun State.
- Ho3:** There is no significant relationship between financial resources and lecturer competency in selected universities in Osun State.

Significance of the Study

The results of this study would be of great benefit to the following stakeholders: lecturers, school administrators, educational planners and developers, National Universities Commission (NUC), federal and state governments. This is because, this research work provided information on the trend of the existing quality of teaching resources and their contribution towards the improvement of lecturer competency in universities of Osun State. Lecturers and school administrators will benefit because having identified the sources of the challenges they are confronting, proffering solutions will become easier and achievable. Also NUC, federal and state government ministries of education will be equipped with required information needed to formulate policies that will lead to the enhancement of the quality teaching resources, which will ultimately improve lecturer competency in the discharge of their duties.

Scope of the Study

The content scope of this study covers quality of teaching resources and lecturer competency. Quality of teaching resources was measured in terms of physical facilities, human resources and financial resources while lecturer competency was measured with instructional delivery, quality of research supervision and community service. The geographical scope of the study covered (Federal, State and Private) universities in Osun State while the participant scope was limited to the lecturers in selected universities in Osun State, Nigeria.

Methodology

The descriptive survey of the correlational type was used for this study because it would afford the researcher to establish the extent of relationship between the dependent variable (Lecturer Competency) and the independent variable (Quality of Teaching Resources). The population for this study comprised 3,520 universities' lecturers in the 10 universities of Osun State. Purposive sampling technique was used to select one federal, one state and one private university to represent each of the senatorial district. Four faculties of similar attributes in terms of programmes and courses offered were purposively selected across the three (3) universities sampled. 422 lecturers were randomly selected and surveyed, using the simple random sampling technique across the four faculties. A self-design questionnaire titled "Quality of Teaching Resources and Lecturer Competency Questionnaire" were used to gather information for this study.

Results and Discussion

Research Question 1: What is the level of lecturer competency in selected universities in Osun State?

S/N	Variables	Very High	High	Moderate	Low	Mean	Std.	Decision
Level of Lecturers' Instructional Delivery								
1.	Lecturer use apt methodologies for teaching	289(68.5%)	126(29.9%)	7(1.7%)	-	3.67	0.51	High
2.	Adequate preparation of lesson to be taught	320(75.8%)	100(23.7%)	2(.5%)	-	3.75	0.44	High
3.	Treat mistake as part of learning	254(60.2%)	163(38.6%)	5(1.2%)	-	3.59	0.52	High
4.	Able to change practice based on new technology	262(62.1%)	156(37.0%)	4(.9%)	-	3.61	0.51	High
5.	Ensure that assessment and are provided in a timely manner	246(58.3%)	171(40.5%)	5(1.2%)	-	3.57	0.52	High
Weighted Mean						3.64	0.50	
B. Research Supervision by Lecturers								
		Very High	High	Moderate	Low	Mean	Std.	Decision
6.	Provide a lot of detailed supervision(quantity information)	279 66.4%	38 32.7%	5 1.2%	-	3.65	0.50	High
7.	Generate knowledge through research	282 66.8%	137 32.5%	3 .7%	-	3.66	0.48	High
8.	Treat all students equitably/fairly in terms of time and effort	269 63.7%	125 29.6%	28 6.6%		3.57	0.62	High
9.	Publication of quality articles in local and international journals within a time frame	259 61.4%	121 29.5%	40 9.5%	-	3.52	0.67	High
10.	Give the students strong encouragement in her or his research	306 72.5%	113 26.8%	3 0.7%	-	3.72	0.47	High
Weighted Mean						3.62	0.55	
C. Lecturers' Community Service								
		Very High	High	Moderate	Low	Mean	Std.	Decision
11.	Participation in community lectures organized by the university	143 33.9%	225 53.3%	53 12.6%	1 .2%	3.21	0.66	High
12.	Gives training to communities.	51 12.1%	185 43.8%	185 43.8%	1 .2%	2.68	0.68	Moderate
13.	Contribute in promoting the civic duties of the community.	58 13.7%	206 48.8%	152 36.0%	21 4%	2.75	0.70	Moderate

Key: Mean 1.00 – 1.49 (Low); Mean 1.5 – 2.49 (Moderate); Mean 2.50 – 3.49 (High); Mean 3.50 – 4.00 – (Very High)

Table 1 showed the level of lecturer competency in selected university in Osun State. As regards the aspect of instructional delivery, the item that was rated highest was “adequate preparation of lesson to be taught”. 75.8%, 23.7% and 0.2% of the respondents rated very high, high and moderate respectively, with Mean = 3.75 and Standard Deviation = 0.44. Most of the ratings under the items indicating level of lecturer competence were rated as high with Weighted Mean = 3.64 and Standard Deviation = 0.50. This result showed that the level of lecturer competency was high, hence the level of physical facilities was high in the selected universities in Osun State.

On the responses under research supervision, the item that was ranked highest was “give the students strong encouragement in his or her research” with 72.5%, 26.8% and 0.7% responses as very high, high and moderate respectively. Mean = 3.72 with Standard Deviation = 0.47. Most of the ratings under research supervision were rated as high with Weighted Mean = 3.62 and Standard Deviation = 0.55.

With regards to community services by the lecturers, the item with the highest ranking was “participate in the lectures organized by the university regularly” with 33.9% and 53% very high and high respectively. Mean = 3.21 and Standard Deviation = 0.66. Most of the other responses under community services were moderate responses, with Weighted Mean = 2.72 and Standard Deviation = 0.67. The results indicated that competency of the university lecturers was high with Overall Weighted Mean = 3.32 and Standard Deviation = 0.57. This result is possible where the lecturers are aware of the importance of instructional delivery and the need to deliver appropriately. When this occurs, the resultant effect is improved institutional performance and inculcation of needed skills in the students, to make them useful for themselves and the society at large. The findings of this study agrees with Isiaka (2018) who found out that if lecturers' competency is high, it will improve the performance of the students and the stated goals of the university will be ascertained in an effective and efficient manner.

Research Question 2: What is the level of quality of teaching resources available in selected universities in Osun State?

Table 2: Mean and Standard Deviation Rating of Level of Quality of Teaching Resources Available in Selected Universities in Osun State

S/N	Variables	Very High	High	Moderate	Low	Mean	Std.	Decision
	Physical Facilities							
1.	Well ventilated departmental classrooms/lecture rooms	186 44.1%	177 41.9%	121 28.7%	6 1.4%	2.94	0.78	Moderate
2.	Convenient office space a for lecturers	214 50.7%	160 37.9%	43 10.2%	5 0.2%	3.38	0.72	High
3.	Well-equipped resource center	138 32.7%	251 59.5%	33 7.8%	-	3.25	0.59	High
4.	Availability of ICT facilities and computer accessories	74 17.5%	255 60.4%	81 19.2%	12 2.9%	2.93	0.69	Moderate
5.	Accessibility of standard library for lecturers	74 17.5%	256 60.7%	80 18.0%	12 2.9%	2.93	0.68	Moderate
	Grand Mean					3.09	0.69	
	Human Resources	Very High	High	Moderate	Low	Mean	Std.	Decision
6.	Enrollment of quality students in departments	187(44.3%)	202(47.9%)	30(7.1%)	3(0.7%)	3.36	0.64	High
7.	Experienced teaching staff are available	334 79.1%	64 15.2%	24 5.7%	-	3.73	0.56	High
8.	Effective management coordination, organisation and communication	320 75.8%	72 17.1%	30 7.1%	-	3.69	0.60	High
9.	Experienced and intelligent administrators	368 87.2%	52 12.3%	2 .5%	-	3.87	0.35	High

10.	Qualified and competent teaching staff are in place	358 84.8%	62 14.7%	2 .5%	-	3.84	0.38	High
	Grand Mean					3.69	0.51	
	Financial Resources	Very High	High	Moderate	Low	Mean	Std.	Decision
11.	Adequate and prompt payment of salary	-	67(15.9%)	316(74.9%)	39(9.2%)	2.07	0.50	Moderate
12.	Payment for excess workload	-	-	2(.5)	420(99.5%)	1.00	0.07	Low
13.	Payment of training and development allowances	-	-	6(1.4%)	416(98.6%)	1.01	0.12	Low
14.	Promotion allowances are paid		20(4.7%)	263(62.3%)	139(32.9)	1.72	0.55	Low
15.	Leave bonus paid promptly			-	422(100%)	1.00	0.00	Low
	Grand Mean					1.36	0.25	
	Overall Grand Mean					2.71	0.50	

Key: Mean 1.00 – 1.49 (Low); Mean 1.5 – 2.49 (Moderate); Mean 2.50 – 3.49 (High); Mean 3.50 – 4.00 – (Very High)

Table 2 showed the level of quality of teaching resources in selected Universities in Osun State. As regards the aspect of physical facilities, all the items were rated high. “Convenient office space and adequate facilities for lecturers” was ranked highest by 50.7% very high ratings by the respondents. 37.9% respondents rated high, while 10.2% rated moderate and 0.2% rated low. Mean was 3.38 while Standard Deviation was 0.72. Based on the result, all the Mean score were high. The Grand Weighted was 3.09 while the Standard Deviation was 0.69.

Furthermore, Table 2 showed the level of availability of human resources. The item that was rated highest was “experience and intelligent administrators”. Majority of the respondents (87.2%) rated very high, 12.3% rated high and 0.2% rated moderate. The Mean was 3.87 while the Standard Deviation was 0.35. From the result presented above, the Mean and Standard deviation scores were high, with Grand Weighted Mean = 3.69 and Standard Deviation = 0.51. This shows that the level of human resources available in selected universities in Osun State was high.

The table 3 also showed the mean and standard deviation ratings of respondents on financial resources. The item that was ranked highest was “adequate and prompt payment of salary”. 15.9% of respondents rated high, 74.9% rated moderate while 2% rated low. Mean was 2.07 while Standard Deviation was 0.50. From the data, all the Mean and Standard deviation value were low, except payment of salary which was moderate with a Grand Weighted Mean of 1.36 and Standard Deviation = 0.25. This therefore confirmed that the level of financial resources were low. Hence, the overall level of quality of teaching resources in selected universities in Osun State was moderate with Overall Grand Weighted Mean = 2.71 and Standard Deviation = 0.50. The study confirmed that teaching resources are of tremendous importance to the accomplishment of educational objectives and goals.

Results and Discussion on the Hypotheses

Ho1: There is no significant relationship between quality of physical facilities and lecturer competency in selected Universities in Osun State.

Table 3: Pearson's Product Moment Correlation Analysis of the Relationship between Physical Facilities and Lecturers Competency in Selected Universities in Osun State.

Variables	No	Mea n	Stand. Dev.	r	p-value	Decision
Physical Facilities	422	3.09	.411	0.27	0.00	Rejected
Lecturers' Competency	422	3.33	0.34			

Significant at $p < 0.05$

Table 3 presented the result of hypothesis one on relationship between physical facilities and lecturer competency in selected universities in Osun State. The result shows that there is positive significant relationship between physical facilities and lecturers competency in selected universities in Osun State ($r = 0.27$; $p < 0.05$). The null hypothesis was therefore rejected at 0.05 level of significance. From the descriptive statistics, mean of lecturer competency was high, given that the relationship was positive. It can be inferred that high competency was associated with adequate physical facilities. Thus it is confirmed that adequate physical facilities lead to positive psychological effects on lecturer competency.

Ho2: There is no significant relationship between human resources and lecturer competency in elected Universities in Osun State.

Table 4: Pearson's Product Moment Correlation Analysis of the Relationship between Human Resources and Lecturer Competency in Selected Universities in Osun State.

Variables	No	Mea n	Stand. Dev.	r	p-value	Decision
Human Resources	422	3.69	0.35	0.15	0.002	Rejected
Lecturers' Competency	422	3.33	0.34			

Significant at $p < 0.05$

Table 4 showed the result of hypothesis two on relationship between human resources and lecturer competency in selected universities in Osun State. The result indicated that there is positive significant relationship between human resources and lecturer competency in selected universities in Osun State ($r = 0.15$; $p < 0.05$). Hence, the null hypothesis was rejected at 0.05 level of significance. The implication of this is that, as quality of human resources increases, lecturer competency increases in selected universities in Osun State. It can therefore be concluded that, effective human resources produce positive psychological effects on lecturer competency.

Ho3: There is no significant relationship between financial resources and lecturer competency in selected Universities in Osun State.

Table5: Pearson's Product Moment Correlation Analysis of the Relationship between Financial Resources and Lecturers' Competency in Selected Universities in Osun State.

Variables	No	Mea n	Stand. Dev.	r	p-value	Decision
Financial Resources	422	1.38	0.16	-0.13	0.00	Rejected
Lecturers' Competency	422	3.33	0.34			

Significant at $p < 0.05$

Table 5 showed the result of hypothesis three on relationship between financial resources and lecturer competency in selected universities in Osun State. The result showed that there was negative significant relationship between financial resources and lecturer competency in selected universities in Osun State ($r = -0.13$; $p > 0.05$). Hence, the null hypothesis was rejected at 0.05 level of significance. The implication of this is that, financial resources have negative psychological effects on lecturer competency.

Conclusion

The implication of the conclusion of this study is that as long as the quality of teaching resources are provided in adequate quality and quantity, lecturers' competency will keep on increasing towards the attainment of stated educational goals and objectives. The study examined the relationship between quality of teaching resources and lecturers' competency in selected universities in Osun State. The results of the study have been able to establish high level of competency among lecturers' in selected universities in Osun State and the quality of teaching resources was moderate enough to induce lecturers' competency. It was therefore confirmed that, adequate quality and quantity teaching resources will improve teacher competency on the job.

Recommendations

The following are the recommendations are the made:

1. The federal and state government ministries of education, the NUC, educational managers and allied stakeholders should improve the provision of quality and quantity of physical facilities and infrastructures available for usage in universities, towards improved lecturer competency
2. Adequate supervision and effective maintenance of the existing facilities, which create a good work environment for the lecturers and other human resources within the university, should be made available, strengthened and made relevant by school administrators, educational planners and developers, National Universities Commission (NUC), federal and state governments.
3. Educational administrators and planners should focus their aims and objectives on search for facility characteristics that would most efficiently and effectively promote lecturers' competency; as this would in turn enhance lecturer competency and student achievement.
4. Recruitment of well qualified lecturers and proper in-service training must be encouraged by the responsible authorities in the management of university education.
5. All university human, material and fiscal resources should be made available, strengthened and made relevant by school administrators, educational planners and developers, National Universities Commission (NUC), federal and state governments, for the utilization of lecturers towards appreciable lecturer competency.

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