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RESOURCE UTILIZATION AND LECTURERS' RESEARCH PRODUCTIVITY IN TERTIARY INSTITUTION IN CROSS RIVER STATE, NIGERIA

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ABSTRACT

This study investigated resource utilization and lecturers' research productivity in tertiary institution in Cross River State, Nigeria. The purpose of the study was to examined resource utilization and lecturers' research productivity in tertiary institution in Cross River State. Two research questions guided the study and two hypotheses were formulated and tested. A correlational research design was employed for the study. The population of the study comprised of 5,295 lecturers drawn from ten tertiary institutions in Cross River State. A sample of 1080 lecturers was selected for the study using a multi-stage sampling technique. Two structured questionnaires titled: Resource Utilization Questionnaire (RUQ) and Lecturers' Research Productivity Questionnaire (LRPQ) were the instruments used for data collection. The instruments were subject to validation by the three experts from faculty of Education, Nnamdi Azikwe University, Awka. Cronbrach coefficient Alpha method of reliability was used to a determined the reliability of the instruments. The reliability coefficient between 0.70 and 0.93 were obtained for the research variables. With the help of three research assistants data was collected for the study. Descriptive statistic was used to answer the research questions and simple linear regression and were used to test the null hypotheses at 0.05 level of significance. The findings showed that resource utilization have a significant prediction on lecturers' research productivity. The study recommended among others things that tertiary institutions management and stakeholders of education should make available all necessary and sufficient ICT resources that will enhance lecturers' research productivity and make sure it accessible, however, the organization should also organize training and retraining for all lecturers to enable them get acclimatize with ICT and how to source for vital information to aid their research work.

Keyword: Resource utilization, Information and communication Technology, Library, Lecturers, Research productivity.

Introduction

Education is being one of the major keys to development of nation's economy. Countries of the world invest reasonably in making their education sector to be of expected standard, to ensure that they actualize the full benefits of education in fostering socio-economic development. In recognizing the role of education to advancement of a nation, the Nigerian educational system has been

structured to be of social benefit to every citizen at basic level as it aims at producing literate populace with basic 3Rs (reading, writing and arithmetic), while the secondary and the tertiary levels aim at producing middle and high-level manpower respectively. As stipulated in the national policy on education, Federal Republic of Nigeria (FRN, 2013), tertiary education is the education given after secondary education in universities, colleges of education, polytechnics, monotechnics, including those institutions offering correspondence courses.

According to the policy, FRN (2013), the goals of tertiary education shall be to:

1. Contribute to national development through high level relevant manpower training;
2. Develop and inculcate proper values for the survival of the individual and the society;
3. Develop the intellectual capability of individuals to understand and appreciate their local and external environments;
4. Acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
5. Promote and encourage scholarship and community services;
6. Promote national and international understanding and interaction. (p.28)

However, these goals are to be pursued through teaching, research and development, as well as dedicated services to the community through extra-mural and extension services. The extent of the effectiveness of tertiary institutions in achieving these core mandates may be heavily rely on the productivity of lecturers since they are the front-line personnel in implementation of academic activities and for the actualization of goals of tertiary education. The tertiary education goals cannot be attained without the effective and efficient use of educational resources by academic staff member. According to Onifade and Awogbon (2020) referred to resource as the raw materials which are used to achieve an objective or goals in an organization. Miller and Spoolman (2011) defined resource as a source, material, substance or supply from which benefits is derived. Resource utilization is therefore a potent aspect where the management/employee utilizes physical and capital resources such as time, classroom, library, laboratory, building, information and communication technology, fund, and so on, to sustain growth, increase profits and improve productivity in an organization. Resource can be tangible and intangible. Resources are categorized into teaching-learning resource, human resource, finance resource and physical resource. Danagara in in Ollor (2018) opined that that the quality of every society is great determined by the quality of its educational system. This suggests that lecturers' research quality is greatly determined by educational inputs (resources). The productivity of research is a key measure of the success and reputation of both individual lecturers and the institution as a whole. Simisaye and Popoola (2019), described research productivity as the total number of journal articles, textbooks, monographs, conference proceedings, technical reports, chapters in books, theses, dissertations, scientific peer reviews, co-

authored textbooks, occasional papers and patents produced by scholars within a specified timeframe. several factors may impact resource utilization and lecturers' research productivity. These factors could include limited funding for tertiary institutions, inadequate infrastructure, lack of research grants, limited access to up-to-date ICT equipment, and inadequate library resources. Furthermore, issues such as the absence of research incentives, limited collaboration opportunities, insufficient research skills and training, and administrative barriers can also hinder research productivity.

The efficient utilization of these resources is critical for supporting teaching, learning, and research activities. The educational resources focus in this paper are ICT and Library resources. They are the life wire of research. Since the advent of technology, information are now very accessible.

Information and Communication Technology (ICT) resources are vital tools in every organization across the globe and in the world of research. According to Sukanta, 2012), Information and Communication Technologies (ICTs) are referred to as varied collection of technological gear and resources which are made use of to communicate. Information communication technology refers to all communication technology including the internet, wireless networks, cell phones, computers, software, middleware, video-conferencing, social networking, and other media applications and services enabling users to access, retrieve, store, transmit, and manipulate information in a digital form (Yekini, 2014). Utilization of ICT resources is therefore the application of ICT tools in carrying out day- to- day task by lecturers in tertiary institutions. It can help the academic staff to identify appropriate information sources, critically analyze information, research effectively, manage information, use the information to extend and communicate knowledge across subject fields.

According to Ezeala (2022), library resources are raw materials that provide vital services in the teaching and learning process. Library resources mean the contents of the library with equipment in inclusion. They include raw materials that provide vital services in the teaching and learning process. Utilization of library resource therefore refers to the reported use of information sources in the library by users (which could be students, lecturers, or researchers etc.). This involves the frequency of patronizing the library, frequency of borrowing books, kinds and age of information sources used (Colin, 1990).

Statement of the problem

Tertiary institutions play a significant role in the development of any region by providing quality education and conducting research that contributes to societal advancements. The effective utilization of educational resources like human, material, financial and time resource and research productivity of lecturers in these institutions are of paramount importance for the overall growth and development of the state. However, several challenges hinder the optimal utilization these resources and impede lecturers' research productivity in tertiary institutions within Cross River State. Identifying and understanding these challenges is crucial for implementing

effective strategies that can enhance resource allocation and promote research excellence. Tertiary institutions in Cross River State often face with challenges of limited resources, leading to inadequate infrastructure, insufficient and outdated library resources and inadequate supply of information and communication technology resources. These constraints significantly hamper the ability of lecturers to carry out high-quality research and contribute meaningfully to knowledge creation and improve in their research skills. These set back could hinder academic staff in aspects of career advancement, such as promotion, difficulty in securing research grant, limited opportunities for collaboration, hindered professional reputation. Therefore, the researcher investigates resource utilization and lecturers' research productivity in tertiary institution in Cross River State.

Research Questions

The following research questions was posed to guide the study:

1. What is the predictive value of utilization of ICT resources on lecturers' research productivity in tertiary institutions in Cross River State, Nigeria?
2. What is the predictive value of utilization of library resources on lecturers' research productivity in tertiary institutions in Cross River State, Nigeria?

Hypotheses

The following hypotheses guided the study:

1. Utilization of ICT resources does not significantly predict lecturers' research productivity in tertiary institutions in Cross River State, Nigeria
2. Utilization of library resources does not significantly predict lecturers' research productivity in tertiary institutions in Cross River State, Nigeria.

Related Review of Literature

Yusuf, Olajide, Adetunji and Katibi (2021) investigated the influence of Resource Utilization Dimensions on the lecturers' effectiveness in universities in Nigeria. A partial least square Approach. The purpose of the study was to investigate resource utilization as predictor of lecturers' effectiveness in universities in Kwara State, Nigeria. Four dimensions of resource utilization named health, internet, library, and classroom were hypothesized to have impact on the lecturers' effectiveness. The mythological design was based on the sequential mixed-methods. The population consists of 3,927 lecturers at universities in Kwara State, and the sample size of 351 were selected by using stratified random techniques. Research instrument was a well-structured questionnaire that adapted for this study with different five scales. Statistical Package for Social Sciences (SPSS) and PLS-SEM were employed for data analysis. Findings indicate a significant relationship between health, library, and classroom resources and lecturers' effectiveness. Based on the findings, it was recommended that adequate resources must be provided for lecturers for them to be more efficient and effective in the area of teaching, research and community development

Umar and Babalola (2021) studied the influence of information and communication technology (ICT) use on research productivity of academic staff of federal universities in Northeastern Nigeria. A survey design was adopted in carrying out the study. The population for this study comprised of 4258 academic staff of six (6) federal universities in North-eastern, Nigeria, from which a sample of 366 was drawn using Taro Yamane sampling formula and used for the study. Multi-stage sampling technique was used to select the sample for the study. Simple random sampling was used to select three (3) out of the six federal universities so as to have a manageable sample size these includes; Abubakar Tafawabalewa University Bauchi, University of Maiduguri and Federal University Wukari. Thereafter, stratified sampling method was used to select four faculties common to all the universities. The data collected were analysed using percentage, mean and standard deviation. The results of the study among the level of research productivity of academic staff in federal universities in North-eastern Nigeria was very low; ICT had significant effect on research productivity and thus could predict the research productivity of academic staff in federal universities in North-eastern, Nigeria. The study recommended among others things that Academic staff of federal universities and North-eastern in particular should be encouraged to utilize ICT because of its impact on their research productivity.

Adelokum, Abidoye and Afolabi (2021) investigated the relationship between ICT resources utilization and attitude with research output of lecturers in colleges of education in Nigeria. Descriptive survey research was adopted in the study. The population of the study consisted of all the lecturers in Colleges of Education in Nigeria. The sample population was made up of 720 lecturers drawn from twelve Federal Colleges o Education in Nigeria. Two Colleges of Education were randomly selected from each of the six geo-political zones in Nigeria. Sixty lecturers were randomly selected from each of the twelve Colleges making a total of 720 participants. A self-developed questionnaire titled ICT Resources Utilization and Attitude Questionnaire (ICTRUAQ) was used to gather data for the study. Data collected were analysed using mean, standard deviation, t-test and Pearson product moment correlation Coefficient. The study revealed that ICT resources are not adequately available for research purposes in Colleges of Education. It was further revealed that lecturers' attitude to research work was positive. The study further reveals a strong relationship among ICT resources utilization and lecturer research output in Colleges of Education. The relationship between attitude and lecturer's research attitude was also confirmed to be negative. The study recommended that government and other stakeholders in the education sector should supply appropriate ICT resources to Colleges of Education in Nigeria. It was further recommended that training and workshops should be organized on regular bases for lecturers to improve their skills in handling ICT resources for research purposes.

Anuaha, Ifeanyi and Yakubu (2020) Investigate the availability and utilization of e-resources in university of libraries for effective research output by undergraduates of social studies in south east Nigeria. The study an employed descriptive survey research design two research questions was posed to guide the

study the population for the study comprised all undergraduate student of social studies in South East Nigeria. Stratified randomly technique was to select a sample of 191 students in the study. The instrument for data collection is the researcher's designed and validated questionnaire titled the used of E-resources in university libraries Questionnaire (UERULO). The instrument was trail tested using Cronbach Alpha, while reliability coefficient of 0.98 was obtained, which considered high enough for the study. The study utilized mean and standard deviation frequently and standard deviation to answer the research questions. The findings showed that students use e-library resources but not to the maximum because they lack ICT skills and do encounter problem while using them

A study carried out by Ifijeh, Ogbomo and Ifijeh (2018) to investigate the relationship between use of academic library resource and research productivity of lecturers in private Universities in South-South geopolitical zone of Nigeria. Descriptive research design was employed in the study. A sample of 368 lectures was selected for the study. The research instrument adopted for data collection was a self-constructed questionnaire titled: Utilization of Academic Library Resources for Research Productivity among lecturers in private university Questionnaire (UALRRPLPUQ). 231copies of the questionnaire were retrieved, representing 63% response rate. Data was analyzed using simple percentages and mean; Pearson correlation coefficient was used for test of hypothesis. The results indicated that lecturers made use of library resources: However, the following challenges were identified as obstacles to library use; work pressure, deadlines to meet and time constraints among others. Consequently, lecturers' research productivity level was average (they published between 1 – 5 times in three years). The hypothesis showed that they are significant relationship between use of library resources and research productivity of lectures. This study recommended that University Management should invest more on acquisition of information resources for libraries, employ more lecturers in orders to reduce work pressure and load among others.

Research Method

The research design that was applied in this study is correlational research design. Correlational research design is a research approach that attempts to find the nature of the non-causal relationship existing between a set of variables, of which cannot be determined by the researcher or manipulated, but present naturally within a group or sample. According to Nworgu (2015) opined that a correlational study is type of study that seek to establish the relationship that exist between two or more variables. The design is considered appropriate for this study as the study seeks to predict the relationship between manpower development practices on lecturers' research productivity as it exists presently in tertiary institutions in Cross River State. The population of this study consisted of 5,295 academic staff in the 10 tertiary institutions in Cross River State. The 10 tertiary institutions comprised of two universities, one federal and one state owned, two colleges of education, one federal owned and one state owned, one polytechnic, which is state owned, and five monotechnics. According to data obtained from the registry departments of the various institutions, they are 5,295

academic staff in the tertiary institutions, and they comprised the study population. Multi stage sampling procedures was used to draw the sample size of 1080 lecturers from the population. The instrument for data collection was two self-structured questionnaires titled: Resource Utilization Questionnaire (RUQ) and Lecturers' Research Productivity Questionnaire (LRPQ). The questionnaire was designed to collect data on the two sub-scales of manpower development practices. Each of the sub-scale measured with six items giving a total of 12 items. The questionnaire was design by the researcher using the modified of 5-point Likert scale Very Strongly Agree (VSA), Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

The second instrument is "Lecturers' Research Productivity Questionnaire (LRPQ)" which was designed to collect data on lecturers' research productivity. The questionnaire contained 13 items that measured the dependent variable. It was constructed to obtain open-responses, as the respondents are expected to indicate the number of their outputs in each aspect of the listed research productivity. It is expected that the lecturers will provide responses to at least 10 items, as the 13th item, in addition to the responses the lecturers may provide, will be sourced from online by the researcher to authenticate its accuracy. Also, in addition to the benchmark of research output areas and rating that is expected to be provided by the respondents, the benchmark as it is applicable to each academic rank will be obtained from each institution. This will ensure the correctness of rating of lecturers' productivity in each research output area, which will be finally done by the researcher.

Result and findings

Research Question 1: What is the predictive value of utilization of ICT resources on lecturers' research productivity in tertiary institutions in Cross River State, Nigeria?

Table 1. Summary of Simple Regression Analysis with Utilization of ICT Resources as Predictor of Lecturers' Research Productivity

Predictor	R	R^2	Adj.R^2	SE
Utilization of ICT Resources	.45	.20	.20	7.98

The simple regression analysis in Table 1 indicates that utilization of ICT resources is a modest predictor of lecturers' research productivity in tertiary institutions in Cross River State. This is shown by the regression coefficient (R =.45) and the coefficient of determination (R^2 = .20) which indicates that utilization of ICT resources explained 20% of the variance in lecturers' research productivity in tertiary institutions in Cross River State. The result suggests that 80% of the unaccounted proportion of the variance can be attributed to other variables excluded from the model.

Research Question 2: What is the predictive value of utilization of library resources on lecturers' research productivity in tertiary institutions in Cross River State, Nigeria?

Table 2. Summary of Simple Regression Analysis with Utilization of Library Resources as Predictor of Lecturers' Research Productivity

Predictor	R	R^2	Adj.R^2	SE
Utilization of Library Resources	.39	.15	.15	3.79

Table 2 shows that utilization of library resources is a weak predictor of lecturers' research productivity in tertiary institutions in Cross River State. This is shown by the regression coefficient (R =.39). The coefficient of determination (R^2 = .15) reveals that the utilization of library resources is accountable for 15% of the total variance in lecturers' research productivity. On the contrary, 85% of the unexplained variance

Hypothesis 1: Utilization of ICT resources does not significantly predict lecturers' research productivity in tertiary institutions in Cross River State, Nigeria

Table 3. Test of Significance of Simple Regression Analysis with* Utilization of ICT resources *as Predictor of Lecturers' Research Productivity

Model	Sum of Squares	Df	Mean Square	F	P
Regression	8511.40	1	8511.40	133.66*	.000
Residual	33496.48	973	63.68		
Total	42007.88	974			
a = 70.34; SE = 3.52; B = 2.25; Beta = .45; t = 11.56; p < .05					

*Significant at .05 level

The results presented in Table 3 reveal that the F-ratio derived from the analysis of variance linked to the regression analysis is 133.66, accompanied by a p-value of .000. As the p-value falls below the specified .05 significance level, considering 1 and 973 degrees of freedom, the null hypothesis is rejected. This implies that the utilization of ICT resources significantly predicts lecturers' research productivity within tertiary institutions in Cross River State. According to the unstandardized regression coefficient in Table 16, a 1% rise in utilization of ICT resources, other things being equal, corresponds to a 2.25% increase in the research productivity of lecturers in tertiary institutions in Cross River State, Nigeria. The regression equation derived from Table 1 is outlined below:

RP = 70.34 + 2.25(UICT) + 3.52 (18)

Hypothesis 2: Utilization of library resources does not significantly predict lecturers' research productivity in tertiary institutions in Cross River State, Nigeria.

Table 4. Test of Significance of Simple Regression Analysis with* Utilization of Library Resources *as Predictor of Lecturers' Research Productivity

Model	Sum of Squares	Df	Mean Square	F	P
Regression	2423.136	1	2423.136	169.11*	.000
Residual	13941.84	973	14.329		
Total	16364.97	974			
a = 22.39; SE = 1.02; B = .80; Beta = .39; t = 13.00; p < .05					

*Significant at .05 level

The results presented in Table 4 indicate that the F-ratio resulting from the analysis of variance associated with the regression analysis is 168.11, and the corresponding p-value is .000. As the p-value is less than the specified significance level of .05 at1 and 973 degrees of freedom, the null hypothesis is rejected. This suggests that utilization of library resources significantly predicts lecturers' research productivity in tertiary institutions in Cross River State. According to the unstandardized regression coefficient in Table 17, a 1% increase in the utilization of library resources, while keeping other factors constant, is associated with a 0.80% boost in the research productivity of lecturers in tertiary institutions in Cross River State, Nigeria. The regression equation generated from Table 2 is provided below:

RP = 22.39 + 0.79(ULIB) + 1.02 (19)

Discussion of findings

Research question one stated that what is the predictive value of ICT resources on lecturers' research productivity in tertiary institutions Cross River State, Nigeria?

This study found that utilization of ICT resources is a modest predictor of lecturers' research productivity in tertiary institutions in Cross River State. The result suggests that there is a moderate predictive relationship between the use of information and communication technology (ICT) and the level of research productivity among lecturers. In other words, leveraging ICT tools and resources has some influence on a lecturer's research output or productivity, but it may not be the strongest or sole determining factor. This disagrees partly with the findings of Adelokum, Abidoye and Afolabi (2021) which reports that level of research productivity of academic staff in federal universities in North-eastern Nigeria was very low; ICT had significant effect on research productivity and thus could predict the research productivity of academic staff in federal universities in North-eastern, Nigeria. While there was a low extent utilization of ICT in lesson preparation and presentation as reported by Ejinkeonye and Usoroh (2016). The findings of the present study also conform with Adelokum, Abidoye and Afolabi (2021) which revealed that lecturers' attitude to research work was positive. The study further reveals a strong relationship among ICT resources utilization and lecturer research output in Colleges of Education. Umar and Babalola (2021) found that the level of research productivity of academic staff in federal universities in North-eastern Nigeria was very low;

The analysis of hypothesis one which stated that utilization of ICT does not significantly predict lecturers' research

productivity in tertiary institutions in Cross River State, Nigeria. The result also shows that utilization of ICT resources is a significant predictor of lecturers' research productivity in tertiary institutions in Cross River State. This finding aligns with the study of Umar and Babalola (2021) who found that ICT had significant effect on research productivity. The outcome of this study could be due to the report that few available ICT resources were rarely utilized in the teaching of business education, ICT resources utilization had high influence on teaching and that business educators encountered several problems such as irregular power supply in the utilization of ICT resources (Okolocha and Nwadiani, 2015).

ICT resources provide lecturers with easy access to a wide range of scholarly information, research databases, electronic journals, and online libraries. This accessibility allows lecturers to quickly gather relevant literature, stay updated with the latest research findings, and access valuable research materials, which can significantly enhance the quality and depth of their research. Tertiary institutions should provide reliable ICT infrastructure, including high-speed internet, access to relevant software and databases, and technical support. Ensuring the availability of these resources enhances lecturers' ability to effectively utilize ICT for research productivity. The effective utilization of ICT resources has the potential to significantly contribute to research productivity among lecturers in tertiary institutions. By providing access, support, training, and incentives, institutions can foster an environment that encourages and supports the integration of ICT resources in research activities, ultimately leading to enhanced research outcomes.

Research question two stated that what is the predictive value of library resources on lecturers' research productivity in tertiary institutions Cross River State, Nigeria?

The findings of this study reports that utilization of library resources is a weak predictor of lecturers' research productivity in tertiary institutions in Cross River State. This mean that there is a limited predictive relationship between the extent of utilizing library resources and the level of research productivity among lecturers. Basically, the utilization of library resources may have some influence on research productivity, This supports the findings of Chipana (2018) which revealed that the status of the few existing school libraries was not satisfactory to facilitate effective student learning as condition of the school libraries was poor in terms of space for placing the books and space for the library users. Furthermore, the findings slightly align with Barfi, Afful-Arthur and Agyapong (2017), which revealed that there are many library resources such as textbooks, journals, research monographs, research reports, newspapers, indexes/abstracts, internet service and dictionaries, encypopedis amongst others, and that lectures use the library mainly for consultation of reference materials. They also used it for research purposes and borrowing of books.

The analysis of hypothesis two which stated that library resources does not significantly predict lecturers' research productivity in tertiary institutions in Cross River State, Nigeria.

It was also found that utilization of library resources is a significant predictor of lecturers' research productivity in tertiary institutions in Cross River State. This mean that there is a strong correlation or predictive relationship between the extent of using library resources and the level of research productivity among lecturers. Specifically, lecturers who effectively utilize library resources are more likely to demonstrate higher research productivity this finding conforms with Ifijeh, Ogbomo and Ifijeh (2018) which found that they are significant relationship between use of library resources and research productivity of lectures. The finding is also supported by Emoiorho (2013) that revealed student always use library resources more that lecturers, Lecturers who extensively utilize library resources are able to access a wide range of information, stay updated with the latest research, and explore a variety of perspectives. This access to relevant and reliable information can significantly enhance the quality and depth of their research. Tertiary institutions should ensure that lecturers are aware of the range of resources available in the library. This can be achieved through orientation sessions, workshops, or information literacy programs. Lecturers need to understand the depth and breadth of library resources and how they can be effectively utilized for their research.

Conclusion

In conclusion, resource utilization and the productivity of lecturers' research play significant roles in the success and growth of students, lecturers and academic institutions. Optimal utilization of resources enables institutions to provide the necessary support and infrastructure required for high-quality research. Similarly, productive research by lecturers contributes to the advancement of knowledge, enhances the institution's reputation, attracts funding opportunities, and fosters a culture of innovation. By prioritizing resource allocation and supporting research endeavors, educational institutions can create an environment that nurtures academic excellence and drives meaningful contributions to society. Continuous efforts to improve educational resources such as ICT and library resources could foster productive research are essential for the sustained growth and success of educational institutions in an ever-evolving academic landscape.

Recommendations

1. The tertiary institutions management and stakeholders of education should make available all necessary and sufficient ICT resources that will enhance lecturers' research productivity and make sure it accessible, however, the organization should also organize training and retraining for all lecturers to enable them get acclimatize with ICT and how to source for vital information to aid their research work.
2. The government and institutional authorities should make provision for updated library resources, create a conductive environment for reading, sorting and documentation of valuable resources for the use of researcher and organization should from time to time training for all lecturers on how to use

international and local materials to facilitate research work.

3. More academic staff should be employ in order to reduce the workload on the already employed staff to enable them create more time for research activities.

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