



UTILIZATION OF DIGITAL RESOURCES AND ACADEMIC STAFF JOB EFFECTIVENESS IN UNIVERSITY OF CALABAR, NIGERIA

BY

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Abstract

This study assessed Utilization and academic staff job effectiveness in University of Calabar, Cross River State, Nigeria. One hypothesis guided the study. Correlation research design was adopted for the study. The population of the study comprised 295 academic staff in the rank of senior lecturers purposively selected from the Faculty of Educational Foundation Studies, University of Calabar (UNICAL) – Cross River State. Two structured instruments titled “Utilization of Digital Resources Questionnaire (UDRQ), and Academic staff Job Effectiveness Questionnaire (ASJEQ), 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 index ranging from .81 for (UDRQ) and .84 for (ASJEQ), implying that the instruments were reliable for use in the study. The research hypotheses were analyzed using Pearson Product Moment Correlation at .05 level of significance. Finding revealed that digital resources utilization significantly relates to academic staff job effectiveness. The study conclude that digital resources utilization significantly relates to academic staff job effectiveness in University of Calabar, Cross River State, Nigeria. This implied that academic staff who actively use digital tools are better equipped to deliver high-quality instruction, contribute meaningfully to knowledge production, and support institutional objectives. The study recommended that, the management of the University of Calabar should organize regular training and capacity-building workshops to enhance academic staff's competence in the effective utilization of digital resources for teaching, research, and community service. This will not only improve their digital literacy but also increase their job effectiveness and overall academic productivity.

Keyword: Digital resources, Utilization, Academic Staff, Job Effectiveness, University.

Introduction

A university is a tertiary institution of learning established to provide advanced education, promote research, and facilitate the dissemination of knowledge across various disciplines. It functions as a hub for intellectual growth, critical thinking, innovation, and societal progress. Higher education in Nigeria plays a pivotal role in national development, focusing primarily on teaching, research, and community engagement as its main responsibilities (Ogunode, Oweikpodor, & Ndidiamaka, 2024). The goals of university education include developing knowledgeable and skilled individuals capable of rational thought, fostering sustainable communities, and achieving economic outcomes that benefit both individuals and society (Obona et al., 2020; Obona et al., 2024; Iyaji et al., 2024). Consequently, many secondary school graduates in Nigeria view university education as a pathway to improved social and economic opportunities. A distinctive feature of universities is their role in producing high-potential graduates and researchers (Ayomide et al., in Obona et al., 2023). This supports the

view of Etor et al. (2019), who emphasized that graduates are expected to possess employable competencies upon completing their studies. Ngene, Oweikpodor, and Obona (2025) noted that one major global challenge today is rising unemployment. Importantly, universities require competent lecturers, who are regarded as the key human resource and the cornerstone of Nigeria's educational system (Obona & Etete, 2019). University teaching staff are personnel directly engaged in teaching (Ngene et al., 2025). It can be said that the attainment of the goals of the university system is largely dependent on the effective performance of the academic staff.

Academic staff job effectiveness as used in this study refers to the degree to which lecturers in a university perform their roles efficiently and contribute meaningfully to the institution's core objectives of teaching, research, and community service. It reflects the ability of academic staff to achieve desired outcomes through competent instruction, scholarly productivity, and meaningful societal engagement. Adeolu et al. (2022) define effectiveness as a lecturer's emotional connection and loyalty to the university. Usoro et al. (2020) conceptualized effectiveness as the dedication of employees to



their responsibilities, which results in increased productivity. Levy (2019) views it as the degree to which a lecturer aligns with the objectives of their institution and shows a willingness to remain within the organization.

In the context of the university system, academic staff job effectiveness can be viewed through three key dimensions. First is teaching effectiveness, which involves the ability to deliver course content clearly, engage students in learning, assess academic progress, and promote critical thinking. Second is research productivity, which entails generating new knowledge through studies, publishing scholarly work, and contributing to academic and professional discourse. Third is community service, which includes using academic expertise to address societal issues, participating in outreach programs, and fostering partnerships that promote development beyond the university. These dimensions collectively determine how well academic staff fulfill their responsibilities and support the mission of the university. Bassey and Bassey (2024) identify teaching, research, innovation, and community service as key indicators of academic staff performance, while Pare and Tremblay (2017) emphasize that lecturer effectiveness is reflected in strong engagement, organizational commitment, low turnover intention, and supportive, collaborative behavior.

The growing importance of university education in fostering human development and driving socio-economic progress has underscored the need to evaluate the job effectiveness of lecturers. Despite this, concerns persist regarding the performance and commitment of academic staff in Nigerian institutions. Adeolu et al. (2022) noted that the effectiveness of lecturers has become a major concern among stakeholders. Ekundayo and Oluyeye (2020) reported that some academic staff exhibit

unprofessional behavior, such as poor teaching delivery, habitual lateness, and frequent absenteeism. In terms of research, some lecturers fail to dedicate sufficient time to quality scholarly work, focusing instead on publishing superficially to meet promotion requirements rather than contributing meaningful innovations. Similarly, Oyaziwo (2019) criticized many universities for failing to impact the nation's socio-economic and political development, despite the country's pressing need for progress. Bassey and Bassey (2024) further observed that some lecturers neglect vital course content and struggle to maintain discipline in the classroom. Madukwe et al. (2024) also highlighted the tendency of some academic staff to frequently miss work for insignificant reasons.

These issues collectively raise concerns about the overall effectiveness of academic staff in fulfilling their academic responsibilities in the university system. Addressing these challenges in Nigeria requires a careful examination of the factors contributing to its rise and one of this is the job commitment of teachers (Ngene et al. 2025). Furthermore, several factors can contribute to improved teaching effectiveness in tertiary institutions, and one of the most significant is the use of media and digital resources. These tools, when effectively integrated into instructional practices, can enhance the quality of teaching and ultimately improve the overall job effectiveness of academic staff. The strategic use of digital resources offers a promising solution to the challenge of job ineffectiveness among university lecturers.

Digital resources refer to electronic materials such as e-books, e-journals, online databases, digital libraries, educational software, and multimedia content like videos and podcasts, all accessible through information and



communication technologies (ICTs). They also include websites, blogs, and social media platforms that support learning, communication, and professional development (Heine, 2023). These resources play a vital role in education by enriching teaching practices, providing up-to-date information, and accommodating diverse learning styles.

Academic staff frequently experience immense pressure to balance numerous responsibilities, including conducting research, publishing academic works, teaching classes, mentoring students, and contributing to various committees. Therefore, it is essential for them to fully utilize a wide array of media resources to enhance instructional delivery, streamline communication, facilitate collaborative research, and efficiently manage academic tasks. The utilization of digital resources by academic staff in Nigerian universities has been shown to significantly enhance job effectiveness, particularly in teaching and research. For instance, Tella et al. (2018) found that academic staff at the University of Ilorin frequently used electronic resources, which improved their research output and teaching quality. Similarly, Aliyu and Dawha (2019) reported that academic scientists in federal universities in North Eastern Nigeria heavily relied on e-resources for their research activities, leading to increased productivity. Krubu and Osawaru (2011) emphasized that digital tools are essential for managing and disseminating academic information. Likewise, Ani et al. (2015) highlighted that accessibility and utilization of electronic resources positively affected the research productivity of academic staff in selected Nigerian universities.

Haliso and Laja-Ademola (2013) argued that the performance of academic staff in areas such as teaching, research, publishing, and community engagement is strongly dependent on the quality

of information resources and services they have access to. The better the information available to them, the more effective they are in their roles and contributions to academic work. Krubu and Osawaru (2011) examined digital resources used at Benson Idahosa University, such as search engines, online databases, and CD-ROMs, noting their role in managing and distributing information. However, a major barrier—identified in 33.3% of cases—was inadequate funding, affecting secondary and higher education institutions alike. They also found that few public libraries in South-South Nigeria were computerized due to limited funds, equipment, and trained staff. Available digital tools like microfilms and projectors were mostly used for training and exhibitions.

According to Patrikakou (2016), incorporating media technologies into teaching enhances the quality of instruction. Similarly, Al-Ansari (2006, as cited in Ejiroghene, 2021) found that faculty members benefited from long-term internet use, particularly in accessing timely information. However, Ojedekun et al. (2015) reported that while many teachers had basic digital literacy, they lacked the advanced skills necessary to utilize search engines, develop websites, or access specialized scientific platforms, which limited their professional effectiveness. Supporting these trends, Akuegwu et al. (2011) investigated the use of digital tools among academic staff in Cross River and Akwa Ibom States. Their analysis of 400 staff members showed low digital resource access, which negatively affected teaching quality. Even though ICT infrastructure was present, actual use of these resources remained limited among university staff.

Ayankola and Busari (2024) explored how media resource use impacts academic staff productivity in Southwest Nigerian polytechnics. Using survey methods with 711 valid responses,



they found that media resources—especially printed and electronic formats—were commonly used for lectures, research, and presentations. The study confirmed a strong positive correlation between media usage and academic productivity.

These studies collectively underline the importance of digital resources in enhancing academic staff effectiveness. Despite existing literature supporting this relationship, there is limited research specific to how digital resource use affects university academic staff effectiveness in the study area. This research seeks to fill that gap.

Problem of the study

Academic staff in universities play a vital role in shaping the future of higher education by equipping students with the knowledge and competencies needed to thrive in various professional fields. Their effectiveness is reflected in their ability to deliver quality instruction, motivate and engage learners, conduct meaningful research, participate actively in curriculum development, and contribute to institutional and community development initiatives. Effective academic staff not only transfer knowledge and skills but also nurture a positive learning environment, support student development, and help the university achieve its academic mission and objectives.

Despite their significant role, concerns have been raised regarding the declining job performance of lecturers at the University of Calabar. This trend is particularly noticeable across several faculties, where challenges have emerged in key areas such as teaching quality, research output, and community engagement. Stakeholders, including parents, employers, and international observers, have expressed dissatisfaction with the declining standards

among graduates, casting doubt on the instructional effectiveness and professional engagement of academic staff. Instances of ineffective teaching, lateness, absenteeism, limited student interaction, delay in marking and submitting examination results, and compilation of students' final results for graduation, have pointed to a lack of dedication among some lecturers. Additionally, scholarly productivity remains low, with many staff failing to produce rigorous or impactful research. If left unaddressed, these concerns may contribute to a continued decline in student performance, weak institutional reputation, and overall academic quality.

The Government at the federal level and the management of the institution has invested substantially in academic infrastructure, staff recruitment, and timely salary payments to improve higher education outcomes. Nevertheless, these investments have not resulted in widespread improvements in academic staff performance across the University of Calabar. As these challenges persist, the researchers' attention is being drawn to the role of digital resources in supporting academic effectiveness. This leads to the inquiry: What is the relationship between the utilization of digital resources and academic staff job effectiveness? This study aims to investigate this relationship and provide evidence-based recommendations for addressing the observed challenges in lecturers job effectiveness and professional commitment across the university.

Purpose of the study

This study was conducted to assess utilization of digital resources and job effectiveness of academic staff in University of Calabar. Specifically, the study aimed at investigating the relationship between:



Digital resources utilization and academic staff job effectiveness in University of Calabar, Cross River State.

Research hypotheses

The following research hypothesis guided the study: Digital resources utilization does not significantly relate to academic staff job effectiveness in University of Calabar, Cross River State.

Methodology

The design adopted for the study was correlation. The population of the study comprised 295 academic staff in the rank of senior lecturers purposively selected from the

Faculty of Educational Foundation Studies, University of Calabar (UNICAL) – Cross River State. Two structured instruments titled “Utilization of Digital Resources Questionnaire (UDRQ), and Academic staff Job Effectiveness Questionnaire (ASJEQ), 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 index ranging from .81 for (UDRQ) and .84 for (ASJEQ), implying that the instruments were reliable for use in the study. The research hypotheses were analyzed using Pearson Product Moment Correlation at .05 level of significance.

Result

Test of Hypotheses

Hypothesis 1. Digital resources utilization does not significantly relate to academic staff job effectiveness in University of Calabar, Cross River State. The two variables in this hypothesis are digital resources utilization and academic staff job effectiveness. The result of the data analysis is presented in table 1.

Table 1: Summary of correlation between digital resources utilization and academic staff job effectiveness in University of Calabar Cross River State (n=295)

| Variables | \bar{X} | S.D | R | Sig. |
|----------------------------------|-----------|------|------|------|
| Digital resources utilization | 19.80 | 3.23 | | |
| Academic staff job effectiveness | 19.18 | 3.18 | .66* | .000 |

*Significant at $p < .05$ $df=293$

Table 1 showed the correlation coefficients between digital resources utilization and academic staff job effectiveness in University of Calabar Cross River State. The correlation coefficient is statistically significant for academic staff job effectiveness ($r = .66$, $p < .05$). Since $p(.000)$ is less than $p(.05)$, hypothesis one is rejected. The result of the analysis showed that digital resources utilization significantly relates to academic staff job effectiveness in University of Calabar, Cross River State, Nigeria.



Discussion of findings

The finding of research hypothesis one reveals that digital resources utilization significantly relates to academic staff job effectiveness in University of Calabar, Cross River State, Nigeria. This outcome may be attributed to the fact that academic staff actively engage with and benefit from the availability of digital resources within the institution, as these tools enhance the efficiency and ease of their work. The implication is that increased utilization of digital resources by academic staff is likely to lead to greater job effectiveness.

The finding aligns with that of Ani et al. (2015), who reported that access to and utilization of electronic resources significantly enhanced the research productivity of academic staff in selected Nigerian universities. Similarly, it supports Patrikakou's (2016) assertion that academic staff who effectively incorporate media technologies into their teaching practices tend to enhance the quality of their instructional delivery. This result is also consistent with the findings of Al-Ansari (2006), as cited in Ejiroghene (2021), who found that faculty members had been using the internet and computers for more than five years and regarded the internet as a valuable tool for saving time and accessing up-to-date information. Furthermore, the result corroborates Ayankola and Busari's (2024) study, which revealed that academic staff frequently utilized media resources for tasks such as preparing lecture notes, conducting research, publishing academic work, acquiring general knowledge, and presenting scholarly papers. Their study also found a high level of productivity among staff and established a significant positive relationship between the use of media resources and job productivity.

Conclusion

This study examined the relationship between the utilization of digital resources and the job effectiveness of academic staff at the University of Calabar. The findings revealed a significant correlation between the use of digital resources and the job effectiveness of academic staff. Specifically, the study showed that access to and effective use of digital resources enhance academic staff performance in key areas such as teaching, research, publication, and community engagement. The study concludes that the utilization of digital resources is directly linked to improved job effectiveness among academic staff at the University of Calabar, Cross River State, Nigeria. This implies that academic staff who actively use digital tools are better equipped to deliver high-quality instruction, contribute meaningfully to knowledge production, and support the achievement of institutional objectives.

Recommendations

The study recommends that:

1. The management of the University of Calabar should organize regular training and capacity-building workshops to enhance academic staff's competence in the effective utilization of digital resources for teaching, research, and community service. This will not only improve their digital literacy but also increase their job effectiveness and overall academic productivity.

Contribution to knowledge

This study contributes to the existing body of knowledge by highlighting the significant relationship between the utilization of digital resources and the job effectiveness of academic



staff in the University of Calabar. It provides empirical evidence on how the effective use of digital tools enhances teaching quality, research productivity, and community service engagement. Furthermore, the study offers valuable insights into the factors influencing digital resource utilization among academic staff, thus contributing to the ongoing discourse on improving higher education outcomes through digital integration.

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Declaration of conflicting interests

No potential conflict of interest was reported by the authors.

Consent for publication

All participants gave consent for their data to be used in the study.

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