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COMPUTER APPLICATION SKILLS AND LECTURERS' JOB EFFECTIVENESS: A WAY OF CORRUPTION ELIMINATION IN UNIVERSITY OF CALABAR, CROSS RIVER STATE-NIGERIA

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ABSTRACT

This study sought to examine computer application skill and lecturers' Job effectiveness: a way of corruption elimination in university of Calabar, Cross River State, Nigeria. Literature review was both empirical and theoretical. The design used was causal comparative (Ex-Post-Facto). One research question and a null hypothesis formulated to direct the investigation. The population of the study was 1856, from the University of Calabar (UNICAL). The instrument for data collection was constructed by the researchers using a four likert scale questionnaire titled; Computer Application Skill and Lecturers' Job Effectiveness Questionnaire (CASLJEQ). The face and content validity was checked by experts in Educational Psychology, Measurement and Evaluation who vetted the items developed. The reliability of the instrument was trial tested using the Cronbach Alpha method and the co-efficient was found to be .76. The stratified random sampling technique was used to sample 343 lecturers, for the study. Statistical tool employed for data analysis was simple percentage to answer the research question and Pearson Product Moment Correlation to test the hypothesis at 0.05 level of significance, with 341 degree of freedom. The result of the analysis revealed that computer application skill significantly relate with lecturers' Job effectiveness. It was recommended that regular seminars and workshops on Computer application skill be organized for academics to update and sustain their skills in research.

Key words: Computer application, Skill and Lecturers' Job Effectiveness

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INTRODUCTION

Universities play a key role in all societies because they are directly involved in generating new knowledge. They are created to satisfy specific or general educational needs of a nation through teaching of students, conducting research and dissemination of knowledge together with other community services. These responsibilities are saddled on academic staff to meet the needs of diverse student groups as well as their personal development. Research demands are increasing. They are expected to impart knowledge to their students, assist them in writing research reports, and publish original research of which they are evaluated for productivity/promotion. Universities are increasingly basing their assessment of research quality on the ability of researchers to attract outside funding, as well as on the volume of research conducted and published in reputable journals. Research customers are becoming more demanding in the quality of the proposals they require and the end products they expect. (Okpa, 2015).

In the face of an ever-increasing array of expectations and growing complexity of work, it is inevitable that academic staff will have greater strengths in some areas than others, and that their interests and productivity will change over time.

There is an overwhelming job ineffectiveness noticed among academic staff of universities as manifested in the quality of graduates produced these days into the labour market. Asiyai (2013) points to poor quality of academic staff in higher institutions in Nigeria as a barrier to education that is worthwhile and which empowers the recipients with relevant skills, knowledge, ideas, values and attitudes needed in their future careers. Osaat and Ekechukwu (2017) note that poor performance of students in examination and engagement in examination malpractices are proofs that a lot has not been done by lecturers in terms of teaching, apart from other contributory factors. Academic staff of universities are supposed to be qualified

and knowledgeable educationists assigned with the functions of upholding the academic standard of their institutions. More importantly, the government expects universities to attain their goal of ensuring high level relevant manpower training as well as acquisition of both physical and intellectual skills which would enable the individual to be self- reliant and useful member of the society. (Federal Republic of Nigeria, 2014).The actual implementation of this goal rests on academic staff since they have direct contacts with students through teaching and research.

Unfortunately, it has been observed that most academic staff display poor knowledge of the subjects they teach in class, as they rarely plan their lessons or consult different sources of academic materials suitable for use. Fleethman (2017) proposes that teachers should work harder to improve students' critical/analytical thinking by leading them from the known to the unknown seems to be unheeded as some lecturers give course outlines to students to search for materials and study on their own without any introduction or assistance of any kind. Others perpetually give assignment to students without checking for correction. Students have reported cases where lecturers use their lecture periods to tell stories of their live adventures rather than teach and make lessons more interesting. Most lecturers, out of laxity, handover students' scripts to other students to mark and record scores. Emaikwu (2012) laments that these ineffective ways of handling students' assessment has encouraged marking malpractices like, lobbying, sorting, extorting and altering of grades as well as increasing cases of missing scripts.

Odu (2018) notes that research is written under the guidance of a supervisor whose duty is to ensure that right methodology/procedure is followed in line with the stipulated specifications. Some lecturers are ineffective in project supervision, especially in the analytical aspects of the research procedure. In other cases, students' research materials are misplaced causing delay in students' completion of their programmes. Lecturers' ineffectiveness in teaching, publication and community services would probably be curbed if academic staff consciously pay attention to the acquisition of desired research skills and be interested in the use of computers for research.

Management of universities are worried that this may bring about non-attainment of the university goal and may lead to non-accreditation of university programs, faculties or the entire institution. More so, quality university output is dependent on the selection of qualitative and knowledgeable academic staff well-grounded in research skills such as data gathering, research report writing, communication and computer application. This is because, research as one of the core mandates of the university, is meant to be inseparable part of education, both as continuous self-education and as a course of study in schools and colleges (Brahms, 2016). It is impossible to find any academic staff who writes and publishes papers, without making advanced research. Asim, Idaka and Eni (2017;7) define research as "the study of environment to generate knowledge for the purpose of describing, understanding, predicting and controlling behaviours". It involves observing phenomenon, asking question, examining records among others to obtain valid data which are processed into valid information for knowledge that can be applied in sciences, industries and all works of life.

Every successful research involves information sourcing from field, library or internet. To gather information, a well formulated outline is needed to guide the type of information collected, as well as avoid time wastage, since Meerah and Arsad (2010) made it clear that, it is a time killing stage that can lead to not meeting of research deadline. Researchers are required to construct questionnaires and interviews for the collection of data from respondents, either face to face or through the use of computer.

Information gathered is analyzed logically and comparatively considering the review of other researchers' work. Data collected from the field through interview or questionnaires are classified and broken down qualitatively to pick out important points leading to accurate research finding (Noble and Smith, 2013). Interpreting information from a subjective perspective is vital in the data analysis procedure to ensure that research bias does not impact the interpretation of result (Noble & smith, 2014 in Metin, 2019).

A report of research is required either on print or soft copy. It aims to expose to the public, the result arrived at, and it usually follows a particular format based on each university. It is this research report written by researchers that is known as "research project", "thesis" or term papers. In most cases, the written report is also communicated to an audience verbally, with or without visual aids. Research presentation or communication is also a form of examination for an award of higher degree, or promotion. It involves techniques like good eye contact, gestures and mastering of topic. Technologies like computer and other gadgets can be used in conducting research from start to finish. Such computer should have the Statistical Package for Social Sciences (SPSS) programmed for easy statistical analysis as well as internet facility for information sourcing

It is hoped that academic staff, having carried out independent research at various educational levels of their lives would develop research skills that would aid them in effective instructional delivery, research/publications and community services, as manifestations of their job effectiveness in Universities in Cross River State. These research skills and the competencies expected from academic staff of universities are the focus of this study and shall be discussed in details.

STATEMENT OF THE PROBLEM

The ineffective job delivery of academic staff of universities in Cross River State is overwhelmingly noticeable in recent times. The researchers have observed that most lecturers are ineffective in their lesson delivery, as they seldom compile salient points for their lessons ahead of time, but often use unedited internet downloaded materials to teach in class, as such, making lessons boring and uninteresting. It is embarrassing to note here that there are cases where some lecturers ignorantly make serious mistakes while teaching and students have to put them right especially in current and technological issues. Others lack the ability to properly use modern digital technologies and internet in their project supervision in which case supervisees have to make long journeys to meet their supervisors on appointment. Many students have complained dissatisfaction in the assessment of their written test and examinations, especially when assessed in areas they were never taught. Most students have abandoned their studies, during project writing due to frustration and excessive spending in an attempt to search for guidance from different lecturers. Most research conducted by lecturers are not rich enough to handle the social ills of the society. Some lecturers have not been able to effectively mold students' character to enable them have cordial interactions with their immediate community as well as peaceful environment to live in. The situation even increases as there is poor sensitization and social services like workshops/ seminars for communities that will foster good co-existence.

As a means to solving these problems more than one lecturer are assigned to handle a particular course, management has opened a data-base center, established an e-library and installed free wireless access. There is an established Academic Planning Unit (APU) in the University, to ensure that lecturers are supported to attend conferences, get in service training, access institutional research fund and national research fund, for personal

development. The problem has persisted irrespective of these efforts to improve the situation as graduates produced by these lecturers are also employed into the system to teach the younger generation.

It is against this background that the researchers seek to provide answer to the question: what is the relationship between research skills of academic staff and their job effectiveness in universities in Cross River State?

PURPOSE OF THE STUDY

The study investigated the Research Skills of Academic Staff and their Job Effectiveness: a way of corruption elimination in university of Calabar, Cross River State-Nigeria. Specifically the study intended to: Investigate the extent to which computer application skill relates with lecturers' job effectiveness.

RESEARCH QUESTIONS

A research question was raised for the study.

1. How does computer application skill relate to lecturers' job effectiveness?

HYPOTHESIS

A null hypothesis was formulated for the study.

Computer application skill does not significantly relate to lecturers' job effectiveness.

Any technological device, be it smart phone, Ipad, computers, digital cameras, sound recorders and so on, meant for academic research may be powered by the internet to enable the users access world web easily for needed information. The user needs to be familiar with packages like word processing, excel and internet to allow easy manipulation and analysis of data. Computers are electronic device that accept raw data, process them into meaningful information, store, retrieve and disseminate them to other users. They are effectively used for academic research, when connected to internet for easy access to information from different web sites, to ascertain their authenticity for use.

Internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. It is a network of networks, whose origin dates back to research commissioned by the Federal Government of the United States in the 1960's to build robust, fault-tolerant communication with computer networks (Wikipedia, 2018).

Computer research in its primary sense refers to the use of computer components soft wares, hard wares and internet to send in data/ information, process them, search world web, analyze information store, retrieve and disseminate findings for job effectiveness.

Okafor, Imhonopi and Urim (2011) assessed the utilization of internet services and their impact on teaching and research output in two purposively selected private Universities in South-Western Nigeria. Qualitative and quantitative methods were used for data collection. 214 members of academic staff were sampled through simple random sampling technique as respondents to the questionnaires. Interview was also conducted to complement the questionnaire. Findings revealed that 79.1% of the respondents used internet for their research output and 54.3% published their research using internet. It was also revealed through the interview that internet services gave academic staff greater access to

collaborative research works, peer review processes and inclusion of their publications in online academic journals. Academic staff were encouraged to adopt and consistently utilize internet services so as to improve their job effectiveness as well as increase research output of the Universities. They suggested that constant power supply be provided by University management and the government to further motivate and enhance researchers to engage in computer technology research. It was noted that academics in Nigeria are not ignorant of the existence of ICT tools for research as they are increasingly being embraced and used, for educational interactions. It was concluded that in the near future, ICT facilities will probably dictate the international recognition of tertiary education in Nigeria and in the world at large. This is an important area to consider as it has been proven through research that 90% individuals who carryout online research are of high or middle level income, due to its high cost. (Pew Research Centre, 2012).

Pew Research Centre (2012) carried out an online research on how adults locate and access information on the internet using 2212 adults. Data was analyzed using frequency distribution and the finding revealed that 66% users affirmed information from search engine were unbiased and 55% agreed to getting quality information from search engine. Another group survey, showed that 70% U.S adults used cell phones to locate information of which 35% said such information helped them to solve unexpected problems. Academic staff who learn basic technology are equipped with the ability to prepare spreadsheet, use PowerPoint for presentations and publish academic writings 0n different websites since they cannot always rely on support staff, particularly for those who heavy workload. When academic staff depend so much on those who are junior to them, to rescue them from technological problems, they sooner or later lose their respect and authority.

Akpan (2014) investigated Information Communication Technology (ICT) competence and lecturers job efficacy in Cross River State, using survey design. The population of the study was 1795 university lecturers, from where 500 were randomly sampled for the study. ICT Competence and Job Efficacy Questionnaire (ICTCJEQ) was used for data collection. Chi-square and One-way Analysis of Variance (ANOVA) statistical techniques were used for data analysis. The result revealed that male and female lecturers do not defer significantly in their level of ICT competence. It was also revealed that lecturers' level of ICT competence significantly influenced their job efficacy in classroom instruction with f-value of 14.41, research and publication (9.78), both greater than critical-value of 3.04 at .05 level of significance. The study further revealed that lecturers with high ICT competence were more efficacious at their jobs than those with moderate and low competences. He recommended that management of universities should ensure that academic staff offices are provided with ICT facilities, connected to internet for quick access to academic materials.

Bamidele (2014) investigated the Access and use of ICT for administrative purposes by Institutional administrators in Emmanuel Aloyande College of Education, Oyo state, using descriptive survey design. The population of the study made up of all the deans, directors of programs, Assistant directors, heads of services/departments and school officers of the university. Random sampling technique was used to select 45 administrators who responded to the researchers constructed questionnaire titled: Information and Communication Technology and college of Education Administration (ICTCEA). The Instrument was validated using Kunder-Richardson formular 21. Statistical tools employed for data analysis was simple percentage, frequency count, Pearson correlation coefficient and t-test. The result showed that ICT usage was low and there was a significance relationship between ICT usage and academic staff effectiveness in college of Education administration with t-cal of 2.96 greater than t-table (1.98) at 0.05 level of significance. Researcher pointed out that many administrators of the college were not ICT driven and that there was poor provision of ICT

facilities. It was therefore recommended among others that emphasis be placed on the creation of policies that would promote the use of ICT for effective Job delivery in institutions and that Government should carryout need assessment to ensure the development and deployment of ICT in colleges of Education.

Uchendu (2015) researched on University students' skills acquisition for employability using 2998 final year students from two Universities in Cross River State. Stratified sampling techniques was used to draw 300 students and University Students' Skills Acquisition for Employability Questionnaire (USSAEQ) was used for data collection Population T-test of one sample mean and independent t-test were used to analyze the data at 0.05 level of significance. The result showed that the level of University students' interpersonal and computer skills acquisition was significantly low with standard deviation of 9.04 and 6.46; and calculated-t of 58.6 and 56.42 respectively. The studies also revealed no significance difference in the level of interpersonal skills acquisition (0.212) and computer skills (0.264) between students in conventional Universities and specialized universities. She recommended that University in Cross River State should equip students with more employability skills from their first year to the final year of study. Also that priority be given to courses like computer literacy programmes with enough facilities to enhance practical aspects of the course.

This study confirms the investigation conducted by Brace (2014) on skills required by graduates who found that interpersonal skills rated high (53%) than computer/technical skills (40%). Employers value skills that improve organizational atmosphere and aid in fostering effective services to the communities around.

Onyebuenyi, Mba and Odeluga (2017) investigated practical skill acquisition amongst technical college students through Information and Communication Technologies (ICT) in Abia State. Descriptive survey design was used to select 42 teachers (31 males and 11 females) which also comprised the sample of the study, structured questionnaire was developed and validated for data collection. Two research questions raised were answered using standard deviation and the hypotheses were tested using T-Test statistics at 0.05 level of significance. Major findings included that web engine and digital videos could enhance practical skills acquisition with the mean score of 3.19 and 0.78 standard deviation. The researcher recommended training of teachers on ICT programmes and that education policy makers, government and private sectors should encourage the use of ICT for professional development of academics by providing needed facilities to institutions.

Eyong, Robert and Angrey (2017) investigated computer skills acquisition and employability of post-graduate students in the University of Calabar, with a population of 1500 post-graduate students of 2015/2016 session. Using survey design, 10% of the population (150) was sampled of which 140 respondents returned the questionnaires. Accidental sampling technique was used to administer questionnaire and frequency distribution and percentages were used to analyze data. The findings revealed that 70.50% respondents acquired computer skills (Word Processing, Excel and Internet) for various purposes which enabled them to be gainfully employed, while 29.5% lacked in the skill. They recommended that government should established computer skills acquisition centres in universities to increase computer literacy and that trained and qualified ICT personnel should be employed as instructors for better skills acquisition. It was concluded based on findings that job seekers who possess computer skills required in the labour market will have better chance of being employed. Certainly, those in this category too who happen to be employed as lecturers will also stand a better chance in discharging their duties to the communities as well as performing their teaching and publication responsibilities with ease.

Udoh-Uwah and Etim (2018) carried out a study to find out the influence of lectures' professional development on their job effectiveness in Federal government owned universities in south-south Geo-political zone of Nigeria. The population of the study comprised six federal government universities of the zone and stratified random sampling technique was used to sample 180 respondents (45 lecturers and 135 students). Data was collected using two constructed instruments titled: Lecturers' Professional Development Questionnaire (LPDQ) and Job Effectiveness Questions (JEQ). Hypotheses were analyzed using Independent T-Test statistics. The result indicated that among other valuables of lecturers' professional development, research publications (mean = 16.648, SD = 4.95276) and ICT utilization (x =16.296, SD = 4.675) significantly influence their job effectiveness in terms of instructional delivery, communication skills and services at .05 alpha level and t-values of 1.96.

They recommended that every university management should make research publication a major criterion for promotion so as to encourage the lecturers to develop themselves in their area of specialization.

Gagan and Rakesh (2018) surveyed the use of internet for research by research scholars of DSB campus of Kumaun University – Nainital. Nainital structured questionnaire was used to collect data from 26 respondents and analyzed using frequency distribution. The result revealed that 92.30% researchers used internet for research purpose while 7.69% did not, due to problems such as: difficulties in finding the exact web pages, using longer time to view or download web page and incomplete search engine coverage. It was noted that many lecturers in Universities fail to use computers and internets for research because of their poor knowledge on the use and so, they rarely encourage students in class to deepen their knowledge and learning using computers and internet. The researchers recommended that universities libraries should be provided with online facilities, and e-journals, as well as electronic database, and that more computers with latest specifications and multimedia kit be installed so that the users could avail useful services of the internet; also that short term courses, orientation/training programmes should be organized at regular intervals so that researchers can improve their excellence or proficiency in the use of computers.

Nigeria should be applauded for her position as the 8th world internet user and as the leading African country in internet usage, yet there is nothing tangible in any field to show as a justification for this position. It is also clear that though Nigeria leads Africa in internet usage, its present educational practices cannot measure up with other African countries, like Ghana So it is possible for Nigeria to have high rate internet users, without using it for teaching, publication or solving community problems, but rather, for gaming, entertainment, social networking and the likes. How other African countries benefit from Nigeria's huge use of internet should be of great concern to the nation, as a proof of the development of computer application skill among lecturers.

Ibrahim, Boerhannoeddin, and Kayode (2018), carried out a study on the effect of soft-skills acquisition, their training method and employee performance, using a population of 810 comprising managers, executives, and supervisors of a Malaysian private companies. The sample of the study was 260 drawn through random sampling technique. The instrument used for data collection was titled: Competencies of Malaysian in based Company Managers (CMCM) and the data was statistically analysed through regression analysis at 0.05 level of significant. Findings showed that soft-skills acquisition and training methodology significantly predicted employees' performance. The authors noted that there was need to redesign the method for employees training on soft-skills to be based on time, practice and application to internalize what they have learnt during the training period.

RESEARCH METHODOLOGY

The research design adopted for this study was causal comparative (Ex-Post Facto), since the researcher sought to ascertain the relationship existing between the variables under discussion, especially as the independent variables had already occurred and cannot be manipulated by the researcher. The researcher also found this design suitable since it can identify possible causes and this gives direction to future studies. The inter-relationship of these variables occurs simultaneously and the researcher has no control over research skills.
Cross River State is located in South South Nigeria and has Calabar as its capital. It is bounded to the North by Benue state, to the South by Akwa Ibom State and the Atlantic Ocean, to the Eeast by Cameroon, and to the West by Ebonyi and Abia States. It has an area of 20.156 square kilometers.

The population of the study was 1,856 academic staff of the University Calabar, Cross River State. Stratified random sampling technique was used to select respondents. This was to ensure adequate representation of the different strata in the group for a high statistical precession. The sample of the study was a total of 350 lecturers from the two universities under study. The Computer Application Skills and Job Effectiveness Questionnaires (CASJEQ) was constructed by the researcher and used for data collection.

Section 'A' collected demographic data of the respondents, such as faculty, department, year of service and ranks. Section 'B' consisted 6 items and section 'C' comprised 10 items and was used to collect information on job effectiveness of academic staff.

To ensure the face and content validity of the instrument, the items were set in sections and arranged in different parts, in which way the questions appeared neatly and clearly for respondents to understand. Experts in the fields of Measurement and Evaluation who checked the face validity and relevance of the items used in the questionnaires to ensure that they measured what they purport to measure. Necessary corrections were effected based on the remarks and comments made by the research supervisor.

In order to ensure the reliability of the instrument (CASJEQ), it was trial tested using 50 academic staff with similar characteristics, who were not part of the study. The Cronbach Alpha Method was used for the analysis. The coefficient was found to be 0.76 and the instrument was confirmed to be consistent in achieving the objective of the study. The purpose of the test was to determine how appropriate the items on the questionnaire will be in terms of measuring the variables in the study.

The researchers visited the different faculties of the Universities and personally administered the questionnaire. Adequate information was given to respondents on the manner to respond to the questionnaire and their sincere and objective responses were solicited. A total of 350 copies of the questionnaires were administered and collected immediately after their completion.

RESULT AND DISCUSSION

Research question one:

How does computer application skill relate to lecturers' job effectiveness?

To answer this research question, responses to items 1-6 of section B on the questionnaire were analyzed. The result of the analysis is presented in Table 1.

TABLE 1

Response of the respondents on how computer application skill relate to lecturers' job effectiveness

S/N	ITEMS	RESPONSES				
		A		D		
		f	%	f	%	Total %
1	Creates a Gmail account for our class	270	78.71	73	21.28	343 100
2	Send lecture notes to our mail account	300	87.46	43	12.54	343 100
3	Send assignment to our yahoo accounts	266	77.55	77	22.45	343 100
4	Collaborates with us through Yahoo messenger	255	74.34	88	25.66	343 100
5	Uses Facebook chart group in the classroom during teaching	299	87.17	44	12.83	343 100
6	Guide students on how to open Facebook account	269	78.43	74	21.57	343 100

From Table 1, it can be observed that 270 representing 78.71% of the total respondents agreed that they can create a Gmail account for the class, while 73(21.28%) disagreed. Also, 300 (87.46%) agreed that they do not send lecture notes to their mail account, while 43(12.54%) disagreed. Again, 266 (77.55%) agreed that Sends assignment to our yahoo accounts; 77(22.45%) disagreed. Also, 255 (74.34%) agreed that they collaborate with others through Yahoo messenger; while 88 (25.66%) disagreed. Also, 299 (87.17%) agreed that Uses Facebook chart group in the classroom during teaching, while 44 (12.83%) do not. Finally, 269 (78.43%) agreed that Guides students on how to open Facebook account; 74 (21.57%) disagreed.

The results of the analysis indicate that the percentage of agreement for all the six items are higher than 50. This implies that computer application skill relate to lecturers' job effectiveness.

Hypothesis one:

Computer application skill has no significant relationship with lecturers' job effectiveness. The independent variable in this hypothesis is computer application skill; while the dependent variable is lecturers' job effectiveness. To test this hypothesis computer application skill was correlated with Lecturers' job effectiveness using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 2.

TABLE 2

Pearson Product Moment Correlation Analysis of the relationship between computer

application skill and lecturers' job effectiveness (N=343)

Variable	X	SD	r-value	Sig.
Computer application skill	22.0000	1.59678		
			0. 220*	.000
Lecturers' job effectiveness	36.1312	3.11903		

* Significant at .05, df = 341

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.220 is significant at .05 level of significance with 341 degree of freedom. With this result, the null hypothesis which stated that there is no significant relationship between computer application skill and lecturers' job effectiveness was rejected. This result implied that, computer application skill has a significant positive relationship with lecturers' job effectiveness. The positive r showed that the higher computer application skill, the higher the lecturers' job effectiveness tends to be. On the other hand the lower computer application skill the lower lecturers' job effectiveness tends to be.

DISCUSSION OF FINDINGS

The result of the hypothesis revealed that computer application skill has a significant relationship with lecturers' job effectiveness. The finding of this hypothesis is in line with the view of Okafor, Imhonopi and Urim (2011) who assessed the utilization of internet services and their impact on teaching and research output in two purposively selected private Universities in South-Western Nigeria. Findings revealed that 79.1% of the respondents used internet for their research output and 54.3% published their research using internet. Academic staff were encouraged to adopt and consistently utilize internet services so as to improve their job effectiveness as well as increase research output of the Universities.

They authors suggested that constant power supply be provided by University management and the government to further motivate and enhance researchers to engage in computer technology research. It was noted that academics in Nigeria are not ignorant of the existence of ICT tools for research as they are increasingly being embraced and used, for educational interactions. It was concluded that in the near future, ICT facilities will probably dictate the international recognition of tertiary education in Nigeria and in the world at large. This is an important area to consider as it has been proven through research that 90% individuals who carryout online research are of high or middle level income, due to its high cost.

Akpan (2014) also revealed that male and female lecturers do not defer significantly in their level of ICT competence. It was also revealed that lecturers' level of ICT competence significantly influenced their job efficacy in classroom instruction. The study further revealed that lecturers with high ICT competence were more efficacious at their jobs than those with moderate and low competences. He recommended that management of universities

should ensure that academic staff offices are provided with ICT facilities, connected to internet for quick access to academic materials. It was also recommended that every university management should make research publication a major criteria for promotion so as to encourage the lecturers to develop themselves in their area of specialization.

CONCLUSION

Based on the results and findings of the study, it was concluded that Computer application skill significantly relate to lecturers' job effectiveness.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations were made: Universities libraries should be provided with up-to-date books and materials, online facilities, and e-journals, as well as electronic database; also that more computers with latest specifications and multimedia kit be installed so that users can avail useful services of the library for research.

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