Nexus between Academic Research and School Management Effectiveness in Universities in Cross River State

By

Okon, Roseline Asuquo
mmakoko78@gmail.com
Department of Educational Management
Faculty of Educational Foundation Studies
University of Calabar

Catherine Kaning Agbongiasede PhD
kateagbongiasede@gmail.com
Department of Education Foundation
Faculty of Educational Foundation Studies
University of Calabar

&

Kenn-Aklah Francisca Uyoukiema PhD
uyoukiemaklah@gmail.com
Department of Educational Management
Faculty of Educational Foundation Studies
University of Calabar

Abstract

This study examined the nexus between academic research and school management effectiveness of universities in Cross River State, Nigeria. The study was guided by three research questions, while three hypotheses were formulated and tested at 0.05 level of significant. The population of the study consisted of 2,333 academic staff of the two universities in Cross River State. The stratified sampling technique was used to get a sample size of 343 lecturers as the respondents of the study. The instrument used for data collection was a researchers' developed questionnaire tagged: Academic Research and School Management Effectiveness Questionnaire (ARSMEQ). Cronbach Alpha method was used to estimate the reliability of the instrument, which yielded a coefficient ranged from .71 to .86. Pearson Product Moment Correlation Coefficient (PPMCC) was to analyzed data collected. Findings of the study indicated that research report writing, research communication skills and computer application skills are significantly related to effective school management. Based on the findings, the study recommended among others that regular seminars and workshops should be organized for universities academic staff to update their skills on research writing.

Keywords: Research, Management, Effectiveness, Report, Writing computer, Skills.

Introduction

Management of universities effectiveness refers to the administrative capacity to intelligently employ the natural and human resources at their disposal to get the goals of university education. (Egwuragwu & Onyekwu, 2023). The management of a university is extremely dependent on the quality of the administration that is offered. Management of this institution today has largely been a strength of mixed fortune, as these institutions initially laid claims in making respectable impact on the socio-political academic advancement of Nigeria (Ekundayo & Ajayi), 2009).

Today, there are doubts whether Nigerian universities under the present conditions will be able to continue to lay claims on being central on building capacity to connect with the new international knowledge system. They should also adopt, adapt, and further develop the new technologies needed in their wider society. The aim of the management and administration of higher education to prepare students for entry and advancement in the management of occupation requires competency, in one or more of the management functions (Ategwu, Okon, Aniah & Nwakpa (2023). This is so because for credibility and economic development, management must ensure the evaluation and operationalization of problem based learning strategies and methodologies. The major issue facing the management of university effectiveness is attributed to inadequate funding, volatile and militant student unionism, political interference. There is need to improve the infrastructure base and upward review of pay-package for academics, (Smah, 2023). Fanan, Ategwu and Ekpo, 2023), opined that the difficulties of management of higher institution are not bordered on pay package alone but the management of non-teaching staff. To improve teaching and learning, non-teaching staffs should be encouraged either by payment of overtime during duties and organization of annual seminars and conferences to boost their administrative effectiveness. Obeten, Uzu, Ategwu and Okon, 2024), attributed the issues of institutions to lack of school resources and utilization. For school to be effective, there must be availability of ICT facilities for research construct.

Academic research involves a thorough investigation into what is known, in most census, the need to evaluate and examine scholarly source when completing tasks as required. Academic research is designed to help in identifying information about an issue that is pertinent to note that in the process involved in management of school.

This situation of job ineffectiveness is a general problem among university academic staff, as noted by Bamidele (2014) and Obi (2018). 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. Moreover, quality university output is dependent on the selection of qualitative and knowledgeable academic staff who are well-grounded in research skills such as research report writing, communication and computer application. This is because, research as one of the core mandates of the university, is meant to be an 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.

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. These are manifestations of 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 growth and development of every university in the world is critically tied to the quality of research undertaken by the academic staff. This is because the quality of research and findings by the universities is equally related to the growth and the advancement of every society. The management of every university, therefore is expected to provide the enabling environment and resources for lecturers to continually embark on quality and effective research. Unfortunately, as critical as research is to the growth of every university, some academic staff find it difficult or lack the skills in reporting and communicating their research

findings to the public. Some also do not possess the adequate skills for computer application that could actually aid in publishing their research findings. In spite of the fact that the use of computer technology is a global skill required of every lecturer, many still lacks the skills. It is even more worrisome to note that many of the management of various universities in Nigeria do not find it worthwhile to provide training skills for academic staff to improve on their research writing skills, neither do they provide the necessary computer equipment to make research reporting easier.

In a nutshell, management of some universities in Nigeria have failed to provide a conducive research environment and training for academic staff. This ugly situation has a negative consequent effect on both quality research outputs from lecturers and ineffective university management. The problem of this study therefore put in a question form is "what are the relationships between lecturers' research writing skills and universities management effectiveness?

Purpose of the study

The specific objectives of this study is to:

i.   Investigate how research report writing skill relates with school management effectiveness.

ii.   Investigate the relationship that exists between research communication skill and school management effectiveness.

iii. Investigate the extent to which computer application skill relates with school management effectiveness.

Research questions

i.   How does the acquisition of research report writing skill relate to school management effectiveness?

ii.   How does the acquisition of research communication skill relate to school management effectiveness?

iii. What is the relationship between acquisition of computer application skills and school management effectiveness?

Literature review

Research report writing and school management effectiveness

Every successful investigation must be followed by a report, either formal or informal, to communicate the findings of such investigation. Report is an account or feedback that is communicated to an interest group about an event or phenomenon. It is an informational writing made with the intention of relaying information. It is a document that presents information in an organized format for a specific audience and purpose. Chukwuma and Otagburuagu (2008: 193), define a report as a document providing an account of events witnessed, work carried out, or investigation conducted, together with conclusion and often recommendations arrived at and the result of the investigation. The authors noted that report writing is concerned with a particular situation, and requires specific relationship of reader and writer to the situation, and functional language that suits the situation.

Maher (2013), determine what influence report writing ability had on the academic performance of students in South African tertiary institutions. One hundred and twenty-five first year Psychology students from the University of Witwatersrand wrote argumentative essays that were analyzed quantitatively using the International English Language Testing System (IELTS) and the Wechsler Individual Achievement Test II (W.A.T.II) scoring systems. T-Test and regression statistical models were used, and the finding revealed no statistical significance influence of research report writing on students' performance, as this was rated 11.5% among other competitive variable.

Bappah and Yarim (2015) studied proficiency in technical report writing skills among the Bachelor of Engineering and Bachelor of Technology streams in Nigeria. The result showed no significant difference between the mean score of stream A (41.20%) and stream B (40.33%) pre-service graduates in their technical report writing skill, but, significance difference was observed between the mean scores of stream A (41:2%) and stream C (48.60%) pre-service graduates in their technical report writing skills. The result also revealed a direct relationship between the skills acquired from the technical communication skills and their mean score in Dante Test. The authors however suggested that the report writing skills of Engineering graduates should be enhanced. Report writing can be documented on print material (hard copy) or on electronic devices like computer (soft copy) audio or video. The storage medium notwithstanding, it is important to ensure that research report or any kind of report is well written since it can be useful for the following reasons: means of information update, means of internal communication, facilitate decision-making and planning, for framing of policies, for problem-solving, organizational document, and reference material.

Research communication skill and school management effectiveness

Research presentation skill as used in this study is synonymous to communication skills. It helps a researcher to sell the worth of his work to the audience at the end of report writing and also get feedbacks from the audience. It involves speaking to a group of people - academics or peers, in order to make a point, educate or share information. Research presentation is usually oral, with or without visual aids like, slides, whiteboard, projectors or flipchart. In universities, presentations are done by academic staff, for the purpose of lectures, an award of higher degrees or promotion. (Dien & Bassey 2019).

Miller (2012) notes that about 75% to 90% time of academic staff (leaders) are spent on communication, advised them to practice formal presentation, taking techniques such as listening, eye contact and good posture into consideration to enhance better connection and communication with the audience. In research presentation, the speaker addresses an audience and both expected to be connected for understanding occurring. In the like manner, a lecturer's idea, visions, plans and so on, have to be brought to bear in a skilful way such that, he/she gains students' attention and drives them to follow instructions for proper learning to occur. During presentation, a lecturer's communication skill captivates the minds of the audience to grasp the research processes, findings, and suggestions communicated. Being able to communicate well- and by association, have effective presentation skill is not a gift bestowed on the lucky few, but, something that can be accomplished through practice and devoted time.

In a report presented by Gallo (2014) on the attitude of professional Americans on presentation, Prezi-the Cloud-based presentation Plat form Company collaborated with Harris to survey employed American professionals. The result showed that 20% of respondents said they would do anything to avoid giving presentations on their behalf, including pretending to be sick or asking a colleague to give the presentation. 75% of those who have given a presentation said they would want to be better at it and captivate their audience, while 70% said presentation is critical for career success, and should be encouraged. Many factors such as: fright, complex, social background and the composition of the audience, stand against an academic staff's ability to deliver formal presentation/communication, irrespective of the fact that the success of the institution rests on their shoulders in terms of job effectiveness and growth.

Femi (2014) investigated the impact of communication on workers' performance in selected organizations in Lagos State. The finding of the study revealed that there is a

relationship between managers' communication skills and workers' performance. Strong communication skill is important in the work place and very compulsory for organizational leader, who will always need and provide constructive feedbacks, investigate or calm crises, (Moore 2017). It is worth noting that hard conversations are significant, though painful, as they open doors to growth and change. An effective academic staff, therefore, needs to belt up for hard conversations and treat them intelligently when they arise, especially when discharging their services. Ategwu, Amos and Uyimse (2022), conducted a study on teacher's information and communication and their job effectiveness in secondary school in Ogoja education zone of Cross River State, Nigeria. The finding of the study revealed that there is a significant relationship between teachers usage of ICT facilities and utilization and their job effectiveness.

Khan, Khan, zia-Ul-Islam and Khan (2017) examine communication skill of a teacher and its role in the development of the students' academic success. The finding show that teachers communication skill had (0.34),that is 3% effect on students' academic performance and that one (1) unit increase in teacher communication skill caused .236 units overall increase in students' academic performance. The researchers noted that effective teaching does not only depend on the knowledge of the teacher, but, also on the method/style of teacher communication skill. They concluded that teachers' good communication skill enhanced their job effectiveness.

Tanu, (2018) investigated the importance of soft skills' acquisition by teachers in higher institutions to determine importance of soft skills in the teaching profession. The finding revealed that communication skill was the most important soft skill needed by lecturers for effective instructional delivery. Quantitative findings revealed that delivery of effective and quality teaching as well as career development and enrichment were the most essential aspects of lecturers acquisition of communication skill. It was noted that excellence teaching originated from lecturers with communication skills which enables them comprehend the capability and knowledge speed of the different students and also convey their own knowledge to students impressively.

Computer application skill and school management effectiveness

Any technological device, be it smartphone, Ipad, computers, digital cameras, sound recorders and so on, meant for academic research may be powered by the internet to enable the users to 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 websites, 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-West Nigeria. 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 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 carry out 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. The finding revealed that 66% of 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 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. Agbum, Ukume and Obiora (2018) established in a study that using ICT to teach students improved their writing skills.

Bamidele (2014) investigated the Access and use of ICT for administrative purposes by Institutional administrators in Emmanuel Aloyande College of Education, Oyo State. 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. The 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. Government should carry out 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. 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. The study recommended that Universities 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.

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 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, 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. The result revealed that 92.30% of 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 Internet for research because of their poor knowledge on the use. They rarely encourage students in class to deepen their knowledge and learning to use computers and internet. The researchers recommended that universities libraries should be provided with online facilities, and e-journals, as well as electronic database. More computers with latest specifications and multimedia kit should be installed so that the users could avail useful services of the internet. Also, 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.

Methodology

The research design adopted for this study was the correlational research design. The design was considered appropriate because it shows the relationship between two variables in the study. The population of the study comprised 2,333 academic staff of the two public

universities in Cross River State. The sample of the study was a total of 343 academic staff from the universities. The instrumentation used for data collection was the questionnaire tagged: Academic Research and School Management Effectiveness Questionnaire (ARSMEQ) validated by experts in Measurement and Evaluation and Educational Management respectively. In order to ensure the reliability of the instrument (ARSMEQ) a trial test using 5.0 academic staff with similar characteristics who were not part of the population. The cronbach alpha method was used for the analysis ranging from coefficient of 0.71 to 0.86. the statistical tool employed for the analysis was Pearson product moment correlation coefficient.

Presentation of results

Hypothesis one

There is no significant relationship between research report writing skill and school management effectiveness. The independent variable in this hypothesis is research report writing skill; while the dependent variable is school management effectiveness. To test this hypothesis, research report writing skill was correlated with school management effectiveness using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 1.

TABLE 1: Pearson Product Moment Correlation Analysis of the relationship between research report writing skill and school management effectiveness (N=343)

Variables	$\bar{X}$	SD	r-value	Sig.
Research report writing skill	21.5335	1.58148		
			0. 929*	.000
school management effectiveness	36.1312	3.11903		

* Significant at .05, critical r = .062, df = 341

The result of the analysis as presented in Table 1 revealed that the calculated r-value of 0.929 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 positive relationship between research report writing skill and school management effectiveness was rejected. This result implied that, research report writing skill has a significant relationship with school management effectiveness. The positive r indicated that the higher research report writing skill the higher the school management effectiveness tends to be. On the other hand, the lower research report writing skill the lower school management effectiveness tends to be.

Hypothesis two

There is no significant relationship between research communication skill and school management effectiveness. The independent variable in this hypothesis is research communication skill; while the dependent variable is school management effectiveness. To test this hypothesis, research communication skill was correlated with school management 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 research communication skill and school management effectiveness (N=343)

Variable	$\bar{X}$	SD	r-value	Sig.
Research communication skill	19.9883	2.25427		
			0. 222*	.000
School management effectiveness	36.1312	3.11903		

* Significant at .05, critical r = .062, df = 341

The result of the analysis as presented in Table 2 revealed that the calculated r-value of 0.222 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 research communication skill and school management effectiveness was rejected. This result implied that, research communication skill has a significant positive relationship with school management effectiveness. The positive r implied that the higher research communication skill, the higher school management effectiveness tends to be. On the other hand the lower research communication skill the lower school management effectiveness tends to be.

Hypothesis 3

Computer application skill has no significant relationship with school management effectiveness. The independent variable in this hypothesis is computer application skill; while the dependent variable is school management effectiveness. To test this hypothesis computer application skill was correlated with school management effectiveness using Pearson Product Moment Correlation Analysis. The result of the analysis is presented in Table 3.

TABLE 3: Pearson Product Moment Correlation Analysis of the relationship between computer application skill and school management effectiveness (N=343)

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

* Significant at .05, critical r = .062, df = 341

The result of the analysis as presented in Table 3 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 school management effectiveness was rejected. This result implied that, computer application skill has a significant positive relationship with school management effectiveness. The positive r showed that the higher computer application skill, the higher the school management effectiveness tends to be. On the other hand the lower computer application skill the lower school management effectiveness tends to be.

Discussion of findings

Research report writing skill and school management effectiveness

The result of the first hypothesis indicated that there is a significant relationship between research report writing skill and school management effectiveness. The finding of this hypothesis is in agreement with the view of Dahunsi (2017) who revealed that 67% of the subject scored low average of 1% to 40% proficiency; 23% subject scored high average proficiency of 41% to 60% while only 10% subject scored very high average of 61% to 100%. The result of error analysis in writing shows that most Nigerian graduates have communication problems, low vocabulary, poor knowledge of the subject, among others, which result in a poor and none coherence report writing. Frequent writing was emphasized by the author as well as proper guidance to enhance development of good communication

skills for employability. The author noted that every report is written to communicate fact observed, discussed, investigated or experimented, and should therefore be readable and must communicate understandably to the audience so as to serve as working document both for the present time and in the future.

Maher (2013) also to determine what influence report writing ability had on academic performance of students in South African tertiary institutions. The finding revealed no statistical significance effect of research report writing on students' performance, as this was rated 11.5% among other competitive variable.

Skill is imparted to students in a classroom situation by demanding that they solve problems, organize information, construct plans or structures, evaluate ideas, interpret actions and make decisions. It can here be deduced that students' poor performance on communication effectiveness problem-solving ability interpersonal relations and computer/internet proficiency cannot be blamed on students' research writing skill. Report writing can be documented on print material (hard copy) or on electronic devices like computer (soft copy) audio or video. The storage medium notwithstanding, it is important to ensure that research report or any kind of report is well written since it can be useful for the following reasons: means of information update, means of internal communication, facilitate decision-making and planning, for framing of policies, for problem-solving, organizational document, and reference material.

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Research communication skill and lecturers' job effectiveness

The result of the second hypothesis showed that research communication skill has a significant relationship with lecturers' job effectiveness. The finding of this hypothesis is in line with the study of Miller (2012) who noted that about 75% to 90% time of academic staff (leaders) are spent on communication. He advised them to practice formal presentation, taking techniques such as listening, eye contact, and good posture into consideration to enhance better connection and communication with the audience. In research presentation, the speaker addresses an audience and both expected to be connected for understanding occurring. In the like manner, a lecturer's idea, visions, plans and so on, have to be brought to

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Tang, (2018) investigated the importance of soft skills' acquisition by teachers in higher institutions to determine importance of soft skills in the teaching profession. While quantitative finding revealed communication skill as being the most important soft skill needed by lecturers for effective instructional delivery. Quantitative findings revealed that delivery of effective and quality teaching as well as career development and enrichment were the most essential aspects of lecturers acquisition of communication skill. It was noted that excellence teaching originated from lecturers with communication skills which enables them comprehend the capability and knowledge speed of the different students and also convey their own knowledge to students impressively.

Computer application skill and lecturers' job effectiveness

The result of the third 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. 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 to improve their job effectiveness as well as increase research output of the Universities. The researcher 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 carry out online research are of high or middle level income, due to its high cost.

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to use computers and Internet for research because of their poor knowledge on the use. They rarely encourage students in class to deepen their knowledge and learning to use 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.

Conclusion

Based on the findings of the study, it is concluded that research writing skills, communication skills as well as computer application skills are crucial for university academic staff. This is because effective research skills will boost lecturers job effectiveness and consequently advance the academic status and development of universities. This will automatically place every university in the global map for credibility and give it a wider global recognition.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. 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.

2. 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 for research.

3. Regular seminars and workshops on research is recommended for academics to update and sustain their skills in research.

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