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Impact of Resource Utilization on Lecturers' Effectiveness in Private Universities, Kwara State, Nigeria: A Qualitative Approach

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Abstract
This study examined the impact of resource utilization on lecturers' effectiveness in universities in Kwara State, Nigeria. Three research questions were raised to guide the study. The research design adopted for the study was qualitative type. Population consists of all principal officers in private universities. Purposive and convenience sampling techniques were used to select two principal officers from two universities. An interview protocol titled "Interview Protocol on Resource Utilization and Lecturers' Effectiveness (IPRULE)" was used to collect relevant data. Thematic approach was employed for analysing the data collected. Findings revealed use of resource by the lecturers as perceived by the principal officers of the selected universities. Also, findings indicate nexus between health, library, classroom and lecturers' effectiveness. In view of the foregoing findings, it was recommended that adequate resources should be provided for lecturers for them to be more effective in the areas of teaching, research and community service.

Keywords: Resource Utilization, Lecturers' Effectiveness, Qualitative Approach.

1. Introduction

Universities are established and managed basically to achieve the desired goals and objectives. There is no way the goal and objectives of an educational institution particularly in university can be achieved without putting in place certain mechanisms towards ensuring the victory of such institutions. In the university system, part of the essential nuts and bolts to be put in place towards the actualization of the educational goals and objectives requires adequate provision of resources, maximum utilization and suitable organization of educational resources to avoid wastages and improve the quality of the teaching - learning process in the academic environment (Ojo, Nwandu, Ogunjobi, & Edoka, 2020).

Kolawole and Ogbiye (2020) observed that the ideas of physical resources are to be assembled by educational administration, within the university system for effective teaching and learning cannot be over emphasized. It is supported on this ground that, in university system, lecturers play the role of administrators and that of supervisors, even instructors and they also participate in teaching activities when necessary. All staff, teaching and non-teaching should be made to realize their responsibilities of improving and developing instruction in the school system. This is possible through tie together the available resources allocated to the university to realize the goals of education. Aldowah, Umar, Ghazal, Bervell, and Saif (2020) revealed that all materials and non-materials factors that are needed and contributive to the success of goals in any universities are regarded as resources. The physical components of resources act together with certain facilities and equipment at certain time to bring about production of output. The quality and quantity of this output are to a greater extent dependent on the quality and quantity of resource input and the manner of processing. By suggestion therefore input and output are significantly responsive to lecturers.

Buba and Hamman (2017) observed that no matter how well packaged a school administration or a school system is at any level of education, without adequate and efficient utilization of the available resources, the system may fail to achieve its desired results. Adequate and appropriate resources are vital in the administration of a school. The proper management and use of these resources will not only boost the morale of physical resources which help in illustrating other activities in the school system but also ensure the attainment of goals. Meanwhile, shortage or inadequacy of these resources is contrary to goal achievement of universities. Accessibility of education resources makes universities lecturers' effective and efficient thereby enhances the output of the educational system. Effective of lecturer leads to efficient instructional process which will yield a quality output. The resources provided by Government for execution of education projects in Nigeria are inadequate and irregular as highlighted by the frequency of industrial actions in the education sector.

Lecturers of universities have role to play in ensuring effectiveness and efficiency within and outside the university, not only in the procurement or getting hold of resources but also in their organizing, coordinating, controlling and maintaining. The concept of resource utilization is an economic one that attempt to reduce spending in order to avoid waste. Educational wastages imply the inefficient utilization of educational resources to achieve the educational goals. Noticeably, educational wastages include sickness/ill-health, lecturers' ineffectiveness based on teaching and learning as well as school drop outs, repeaters, brain drain due to lack of resource utilization of various educational resources (Aldowah, Umar, Ghazal, Bervell, & Saif, 2020; Ogunsanya & Buraimo, 2020; Ugomma & Abayomi, 2020). In view of the foregoing, the current study examined the impact of resource utilization on lecturers' effectiveness in private universities via a qualitative approach.

2. Literature Review

2.1Concept of Resource Utilization

Resource Utilization plays an important role in the improvement of teaching and learning process in this apex institution which definitely results to progress and improvement of university education. Lecturers' play a dominant role in the lives of the students. Lecturers' effectiveness is so important in that its absence often leads to set back in the university education; the management of university education is an onerous task of the lecturers. The lecturers are pivots around which all major and important school activities revolve (Onokpaunu, Umoeshiet, & Okike, 2020). In respect to the aforementioned, some authors (Onuoha, Ifeanyi, & Yunisa, 2020) reported that resource utilization of university system has not been encouraging due to the fact that their outputs' (lecturers') effectiveness is declining in spite of high amount of financial resource vested on education. Evidences by various authors, resource utilization can be conceived as whatever it takes to encourage by the lecturers to perform effectively by fulfilling or appealing to the university goals. Resource utilization is the level of which resources are used in system based on physical resource in an attempt to accomplish a specified goals or objectives. Resource utilization refers to the percentage of time that a component is actually used as compared with the total time that the component is available for use in spite of the role of university system (Abdulrahman, 2018).

Amaewhule and Oliver (2020) opined that resource utilization is the level of which resources are used in system based on physical resource in an attempt to accomplish a specified goals or objectives. Resource utilization refers to the percentage of time that a component is actually used as compared with the total time that the component is available for use. In spite of the role of university system, some researchers and authors (Ademola, Olufemi, & Chukwuemeka, 2018) reported that resource utilization of university system has not been encouraging due to the fact that their outputs' lecturers' effectiveness is declining in spite of high amount of financial resource vested on education. It is expected the university system be efficient in a way that a given quantity of output is obtained with minimum input.

The utilization of educational resources is very important because of its roles in the achievement of educational objectives and goals. A number of studies have evaluated the perception of lecturers on the resources provided for them in terms of teaching and learning, whereas not much research has been done on the perception of lecturer about the resources provided for them. Secondly, health challenges have been reported among lecturer of universities that are related to their work environment. The extent to which an educational institution especially universities attains her objective could be related to the educational resources utilized. It is not how much resources are allocated, but also how well the available resources are effectively utilized to enhance the development of education. Education resources refer to all human, material, non-material audio-visual school environment and community materials available in an academic environment to facilitate university lecturers and simplify the teaching-learning process. Other essential materials used in university to make teaching very easy and learning more meaningful and comprehensible to the learners are school physical resources which includes libraries, internet and health facilities (Alimi, Ehinola, & Alabi, 2012).

2.2 Empirical Review on Resource Utilization

A review of literature indicates that studies have been conducted on resource utilization higher institutions via quantitative approach (survey). For instance, Eliasu, Abdul-Rasak, and Isaac (2015), Akomaye (2019), Felicia and Hezekiah (2017) focused on individual aspect of resource utilization to predict effectiveness in education system. Above all, some of the studies cited were carried out over five years ago. Many developments have cropped up in the educational system and especially in the factors that influence the lecturers' effectiveness in higher institutions. An example is the introduction of online teaching in various universities and the National Universities Commission (NUC) that has necessitated an upward stimulation of the status of lecturers' effectiveness in higher institutions. Abdulrahaman (2018) established that internet resource is a basic predictor of lecturer success. If causality could be inferred from the studies that the researcher analyzed, it would indicate that internet causes lecturers' effectiveness or ineffectiveness, depending on the internet resource being discussed. In a more empirical study, researchers sought to explore the causal model that lecturers' internet utilization directs lecturers' morale, which in turn causes effectiveness.

On the extent to which health resource influence lecturers' effectiveness in universities, studies revealed that readily availability of health resource contributed significantly to lecturers' effectiveness. In the context of this theoretical framework, the interventionist react to lecturers' effectiveness for the identification of the availability of physical factors as a factor within the school that influence lecturers' effectiveness in the university system research conducted by (Obielodan, Omojola, KazeemTijani, & Samuel, 2020; Romina & Patience, 2019). Abdulrahman (2018) revealed that library resource has significant effect on the lecturers' effectiveness. There is several uniqueness that has emerged from the literature survey that is the basis of the research. The theoretical uniqueness with regards to application of theory of higher education development in the area of study to assess whether there is significant relationship between theory and practice. Also, there is no methodological uniqueness which will be filled in the study. There is an existence of uniqueness emanates from lack of significant literature as the subject in the area of study. It is envisaged that the current study will contribute significantly in terms of literature and policy recommendations.

Chang, Lin, Chen, Kang, and Chang (2015) asserted that resources help lecturers to learn not only how to use new technologies but also how to provide meaningful instruction and activities with the technologies in the classroom. Effective teaching is the process of identifying what actually works as indicated by outcomes. Basically, it is whatever a lecturer does to keep his students on task. Okeji and Agbanu (2020) further enumerated three component variables involved in teaching effectiveness, which are the context, the process and the product variables. The context variable means all those characteristics of the context learning activity normally a classroom based lesson, which may have some bearing on the success of learning activity. The process variable involves all those characteristics of the lecturer and the student behavior in learning performance activities which take place in the classroom and which may reflect the success of the learning activity. And the product variable means those educational outcomes which are desired by teachers and which have formed the basis of either the teachers' planning of the learning activities and/or of objectives or criteria which can be used to consider and monitor effectiveness. Equally important, effectiveness in school management is justified by how well objectives of education are realized and not by some real or imagined standards for the proper management of schools. As goals change or new innovation emerges, it becomes imperative to re-examine the existing system of management.

Ogbuiyi and Isaac (2013) established the commitment to teaching as a predicator of lecturers' work effectiveness and turnover. The role of lecturers in the impartation of knowledge and skills is generally agreed to and recognized. This is because their research is more intimately and directly associated with the students' learning outcome than that of any other division of the society and professional personnel. Hence, the lecturers in performing

their roles are always faced with the question: how are lecturers to teach effectively or how are lectures to help students' learning acts. In a related development, Hlongwane (2020) opined that lecturers' effectiveness of lecturers has always been a side attraction in as much as; lecturers' effectiveness hinges on effective learning. Salawu and Odewole (2020) described lecturers' effectiveness as excellence or the most favorable level of efficiency and productivity on the part of the lecturers. Effective lecturer is seemed to be effective with students of all academic levels of diversity in their classroom. Sunday (2017) said if the lecturer is ineffective, students under that lecturer's guidance will attain inadequate progress academically regardless of how different or related they are regarding their academic success attain inadequate progress academically regardless of how different or related they are regarding their academic success.

Abdullahi and Sirajo (2020) concluded that staff effectiveness is the ability of a teacher to impart knowledge and skills to students as well as change their behaviour for better living. According to Spears, Hodges et al. (2020), lecturers' effectiveness is extent to which students' performance improves after a period of instruction in a manner consistent with goals of instruction. This means that lecturers are said to be effective when their teaching can lead to improved student learning. One of the requirements for lecturers' effectiveness is improved knowledge of subject matter acquired through research, use of library resources and services. The quality of teaching, research, and community services of teachers in any institution relies on information sources and services. However, it has been observed that resources utilization as predictor of lecturers' effectiveness is very crucial in teaching, research and publications, and community service.

Some researcher opined that research is one of the crucial points on which higher institutions especially university of learning rests. Others include teaching and community service. Research entails issue; it consists a key criterion for the promotion of lecturers and as such it is highly regarded, it requires high level of participation and quality work. Research achievement is determined by the number of published articles in referred journals and conference proceedings of status. Quality research by lecturers contributes to unquestionable indigenous and sustainable development. Wondwosen (2019) found that area of specialization of lecturers' determines their research productivity. Publication means the quality and quantity of research produced by academic staff. This is the justification in the number of published researches in local and international journals, awards obtained by staff among others. Some researchers opined that articles published in highly regarded journals give an avenue of recognition for many researchers, since the published journal article is the first formal presentation to the scientific community of an innovation or discovery. Also, higher institutions of learning are ranked on the basis of six objectives indicators stated as follows; The number of alumni and staff winning the novel prize and medals in specific fields, number of highly cited researchers, number of articles indexed in science citation index, number of articles published in nature and science, number of articles in social science index, per capital performance in reference to the size of the institution.

This study is anchored on resource-based theory. The key assumption in resource-based theory is that it focuses on an enterprise level or school level of analysis. The theory focuses on the resources and capabilities controlled by an organization that shows performance differences across organizations. Resource-based theory is different from other theories that focus on the dyad level (boss and supervisee), the group level, or the industry level. Also, resource-based theory is not a substitute for other industry-level analytic tools. The theory focuses on performance differences across firms. Performance differences are viewed as earnings differentials attributable to resources having different levels of efficiency (Sony & Aithal, 2020). Superior resources enable an organization to produce better products and satisfy customers more sufficiently than it would with inferior resources. Organizational efficiency means that a firm has lower costs and can create greater value and net benefits compared to inefficient firms. Efficiency is measured in terms of net benefits, or the benefits to an organization that are left after the firm's costs are subtracted. Sustainable competitive advantages and disadvantages can occur immediately, such as through a purchase, or can develop over a period of time (Sony & Aithal, 2020). Resource-based theory did not initially focus on whether resources were static or changing. However, more recent research attention has focused on how resources change, adapt, and evolve over time. For example, research has examined how organizations integrate, build, and reconfigure their resources and capabilities in response to rapidly changing environments. Research has also examined how resources and capabilities can follow a dynamic life cycle in which they grow from birth to death. In view of the foregoing review, the following research questions were raised to guide the study:

- What are the resources available for lecturers' utilization universities in Kwara State, Nigeria?
- What is the level of lecturers' effectiveness in universities in Kwara State, Nigeria?
- What is the impact of resource utilization on lecturers' effectiveness in universities in Kwara State, Nigeria?

3. Materials and Method

3.1 Research Design/Population

The research design adopted for the study was qualitative approach. The population of the study consists of all principal officers of private universities in Kwara State. Specifically, the principal officers are Vice-Chancellor, Deputy Vice-Chancellor, Registrar, Bursar and Librarian. Based on the population of all principal officers that are based in private universities, three sampling techniques were used to select two participants that are needed for the study. The sampling techniques are stratified, purposive and convenient techniques. First, stratified techniques used to categorize the principal officers according to private universities. Secondly, purposive technique was adopted to choose two private universities (Al-Hikmah University and Summit University). Thirdly, convenient technique was used to select one principal officer each from the two selected universities, making a total number of two principal officers.

3.2 Research Protocol

In order to ensure comprehensive information on resource utilization and lecturers' effectiveness are collected in this study, a protocol titled "Interview Protocol on Resource Utilization and Lecturers' Effectiveness (IPRULE) was designed based on the research questions and objectives of the study. The protocol has two sections (section A and B). Section A consists of the demographic information of the participants (e.g. Sex, Gender, Religion, Marital Status, Rank, Highest Qualification and Length of Service). Section B consists of interviews sections that are to be posted to the participants. Trustworthiness of the interview in qualitative research increases the value and strength of a research study and assures the reliability of qualitative research. It also ensures that research findings are credible, transferable, confirmable, and dependable. In order to ensure the trustworthiness of the protocol in the current study, draft of the protocol was given to experts in the field of qualitative research so as to ensure that the content of the protocol is in tandem with the research questions and objectives of the study. All observations noted were effected in the final draft. Credibility is the assurance of the truth of the results, whereas transferability is about applicability of the findings in different contexts. It helps to show that the findings are consistent and could be repeated, and conformability ensures that the outcomes are shaped by the participants and are not influenced by researcher bias or interests. To ensure the credibility of the interview protocol in this study, pilot study was constructed with one of the principal officers in Crown-Hill University. The summary of the pilot study revealed thus:

"Resource utilization in the university enables lecturers to be efficient and effective in classroom. Also, it enables lecturers to achieve both individual and university goals. Some of the resources used include health, internet and library resources."

3.3 Procedure for Data Collection/Analysis

Before data collection, an introduction letter was given to all participants for their approval before the commencement of the interview session. Also, objectives of the study on resource utilization and lecturers' effectiveness were explained to participants for them to have full knowledge of the study. Also, the interview was conducted using digital audio tape, camera, pencil, biro and jotter. Lastly, the interview session shall last for 30 minutes or less as suggested by (Creswell, 2013). All data collected from the participants was transcribed with the use of laptop, headphone, biro and jotter. After the transcription of the data, data codification was done in line with the research questions and objectives of the study. Lastly, data was analyzed via thematic method as suggested by (Creswell, 2013).

4. Analysis

4.1 Demographic Information of the Informants

Based on the data collected form the participants, the demographic information of the informants are provided below:

Table 1. Demographic Information of the Informants

Participant	Sex	Marital Status	Age	Position	Length of Service	Religion	Unit/Section
DVC1	Male	Married	53 years	Deputy Vice-Chancellor	More than 10 years	Islam	Mass Communication

DVC2	Male	Married	62 years	Deputy Vice-Chancellor	More than 10 years	Christianity	English Language

The breakdown of the informants' profile is presented above. The informants' profile is based on gender, marital status, age, position, length of service, religion and unit as captured in the preceding table.

4.2 General Theme of the Study

Based on the data codification which was based on three research questions of the study, therefore the themes below depicts the lines on resource utilization and lecturers' effectiveness in universities in Kwara State. The figure below is the general model of the three themes:

Table 2. Summary of the Codification of Transcribed Data

Theme One: Perception on Resource Utilization
Sub Themes: 1. Health Resource Utilization 2. Internet Resource Utilization 3. Library Resource Utilization 4. Classroom Resource Utilization
Theme Two: Perceived Level of Lecturers' Effectiveness
Sub Themes: 1. High Quality Of Teaching 2. High Community Services 3. High Research Output
Theme Three: Impact of Resource Utilization on Lecturers' Effectiveness
Sub Theme: 1. Health Resource Utilization On Lecturers' Effectiveness 2. Internet Resource Utilization On Lecturers' Effectiveness 3. Library Resource Utilization On Lecturers' Effectiveness 4. Classroom Resource Utilization On Lecturers' Effectiveness

The diagram below shows the resource utilization as predictor of lecturers' effectiveness in Universities in Kwara State. The figure below is the general model of the three themes:

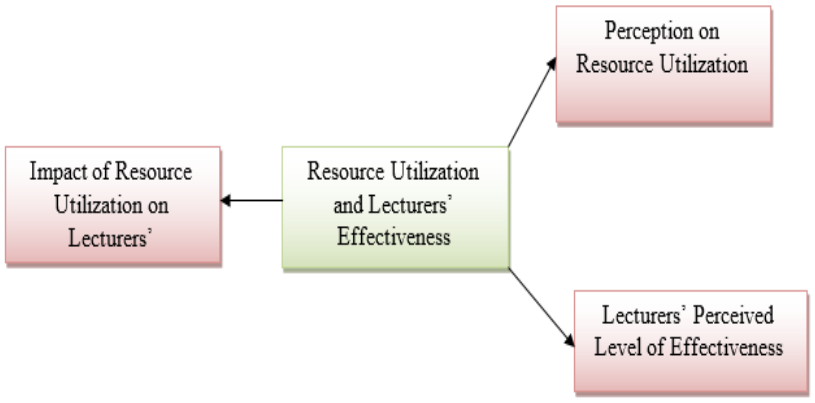


Figure 1. General Theme on Resource Utilization and Lecturers' Effectiveness in Universities in Kwara State, Nigeria.

Research Question One: What are the resources available for lecturers' utilization universities in Kwara State, Nigeria?

Theme One: Perception on Resource Utilization in Universities

Based on the data collected for the study, which was subsequently transcribed, perception on resource utilization formed the theme one of the study. Specifically, the perception on the resources encompasses health, internet, library and classroom resources. Excerpts from the participants used for the study are given below:

"Resource *can be classified into two terms (human and material). From the physical angle, it has to do with the teaching and non-teaching staff in the school system. From material angle, it consists of resources that are available for staff to be efficient and effective in the discharge of their duties. The resource includes library, health, classroom and other materials. These materials are regarded as the input in the school system that will help in implementing the programmes that are geared towards the development of thee school. Therefore, resource utilization is the process of making the most of the available resources to personnel achieve the objective that they want. In the same vein, resource utilization can be described as the efficient and effective use of organization's resources. It is also the effective use of resources that are provided for the overall implementation of activities (DVC 1 & 2)."*

The diagram below indicates perception on resource utilization

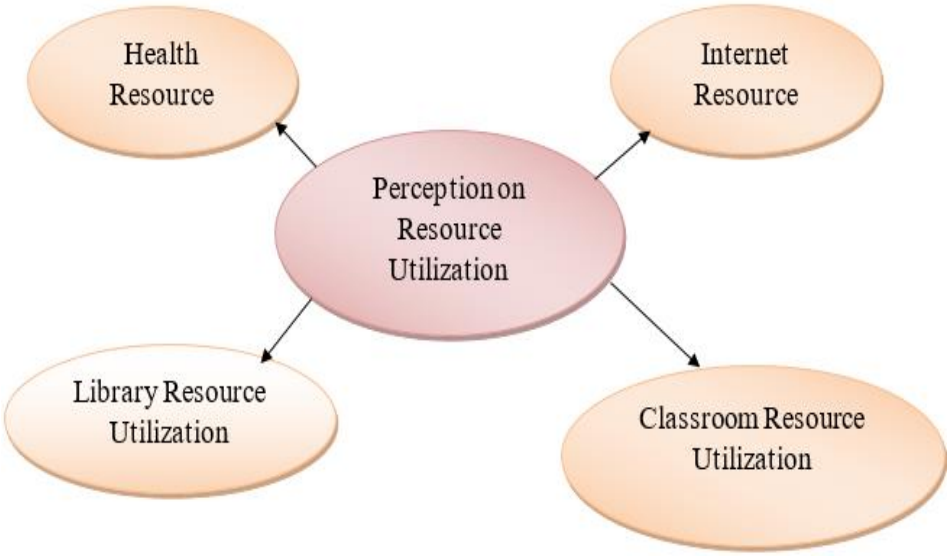


Figure 2. Perception on Resource Utilization

Research Question Two: What is the level of lecturers' effectiveness in universities in Kwara State, Nigeria?

Theme Two: Perceived Level of Lecturers' Effectiveness

The interviews conducted with the participants, who were subsequently transcribed, indicate that lecturers' effectiveness formed the second theme of the study. To be precise, the participants intended to have high perception for the effectiveness of lecturers based on indicators for measuring the effectiveness, which include research out, community services and quality of teaching. The views of the participants are given below:

"According to DVC1, he opined that lecturers are effective in his university in terms of quality of teaching and community service. Their involvement in research, which enabled them to publish in high impact journal, indicates the effectiveness of our lecturers.

In support of the above view, DVC 2 opined that lecturers are effective in his university in terms of quality of teaching, research and community service. Specifically, he opined that:

"*Our lecturers are highly committed in terms of quality of teaching and research. This is hinged on the basis of facilities that are provided for them, which they used in getting information that are needed for thme to be fully prepared for their lectures. On lecturers are researchers of repute in their various disciplines. "*

The view of the participants on effectiveness of lecturers' in their universities is graphically represented below:

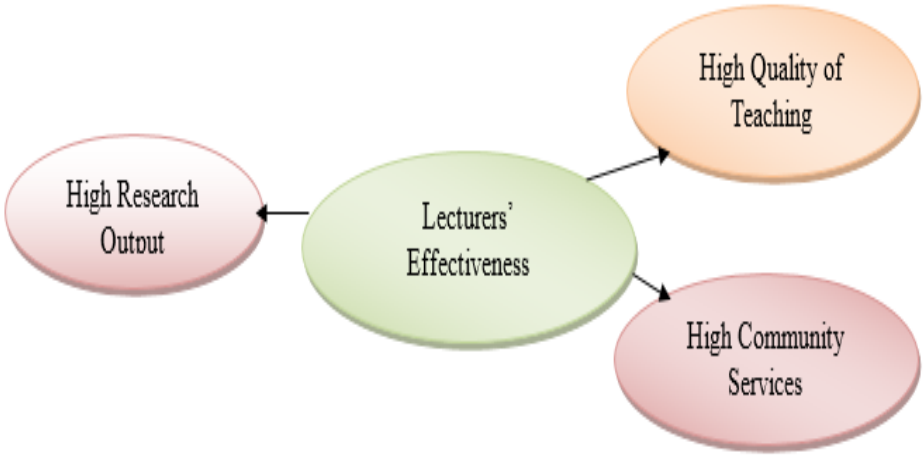


Figure 3. Perceived Level of Lecturers' Effectiveness

Research Question Three: What is the impact of resource utilization on lecturers' effectiveness in universities in Kwara State, Nigeria?

Theme Three: Impact of Resource Utilization on Lecturers' Effectiveness

Evidence from the interviews conducted and transcribed make the impact of resource utilization on lecturers' effectiveness formed the third theme of the study. Specifically, the theme explained the connection or nexus that exist between the resource utilization variables and effectiveness of lecturers. The view of the participant is explained below:

"According to DVC 1, he observed that internet in the school system has significant impact on lecturers' output. Also, the availability of library and classroom enabled lecturers to perform excellently, which make it easy for them to achieve both long and short term goals. In fact, availability of resources is the best way to ensure lecturers' effectiveness. For instance, our lecturers have access to internet service on daily basis coupled with stable power supply. This made it easy for them to be fully effective in terms of quality of teaching students as well as their research outputs. In the same vein, the health service provided for our lecturers is connected to their effectiveness. Specifically, our university enrolled academic staff in National Health Insurance Scheme (NHIS) and this make it easy for our staff to have access to health care anytime they need it. Furthermore, lecturers' access to library facilities enabled them to be more productive in terms of research, teaching and community development. "

Corroborating the above assertion on the relationship between resource utilization and lecturers' effectiveness in universities in Kwara State, the excerpts of DVC 2 are given below:

"*There is relationship between resource utilization and lecturers' effectiveness due to the use of various resources that are provided by the management of our university. For instance, lecturers' frequent access to internet for their research ensured that they produce high quality of papers that are published in high ranked journals. Also, the use of physical and e-library by the lecturers had significant impact on their effectiveness. Similarly, there is correlation between use of classroom facilities (e.g. projector, PowerPoint, electronic board, chairs and tables) and lecturers' effectiveness in our university due to lecturers' access to the facilities. This ensured effective teaching of students in terms of teaching method and classroom management. "*

The figure displayed below shows the graphical explanation on the impact between resource utilization and lecturers' effectiveness:

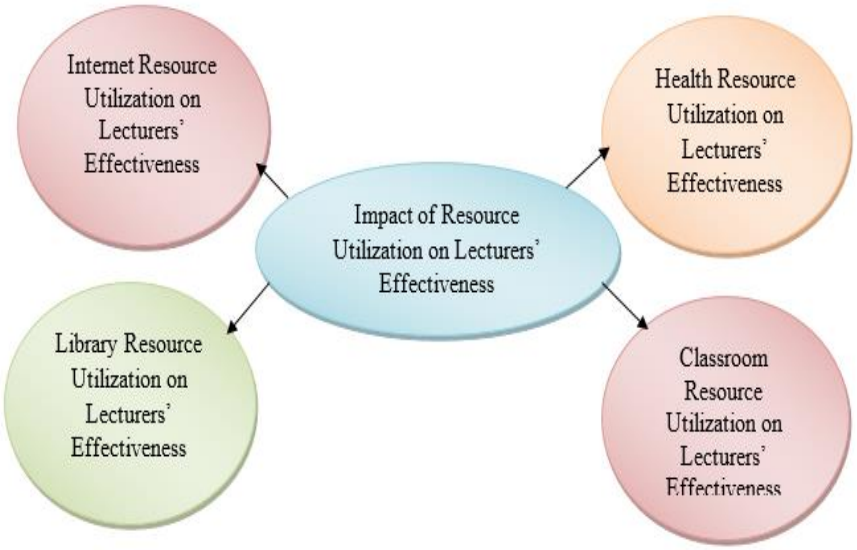


Figure 4. Impact of Resource Utilization on Lecturers' Effectiveness

5. Discussion

The first research question was based on resources that are available for lecturers in universities. In response to the research question, evidence from the interviews conducted with the principal officers of the universities indicate availability of resource in universities. Precisely, the resources available for lecturers include internet, classroom, health and library. The findings are in agreement with the study conducted by Chang et al. (2015) who asserted that availability and utilization of resources are in the school system is important for the growth and development of education. In fact, the availability of such resources help lecturers to learn not only how to use new technologies but also on how to provide meaningful instruction and activities with the technologies in the classroom. Some researcher reported that that research is one of the crucial points on which higher institutions especially university of learning rests. Therefore, availability of resources for lecturers in higher institutions are necessary for the efficiency and effectiveness of the lecturers. The more availability of resources, the more lecturers will be able to carry out research in line with global standard.

The second research question was based on perceived level of lecturers' effectiveness. Evidence from the principals of the selected universities indicates high perception of lecturers in their universities. Specifically, lecturers' effectiveness in this context is based on teaching effectiveness, research effectiveness and community development. On teaching and research and community development, moderate perception was established. The findings are in congruent with the study conducted by Wondwosen (2019) high acceptance of ICT determines lecturers' research effectiveness vis-à-vis teaching and research. Since publication means the quality and quantity of research outputs by academic staff, this can be explained in number of published researches in local and international journals. Some researcher opined that lecturers with availability of resources can help lecturers to get published in highly regarded journals.

The third research question was based on the impact of resource utilization on lecturers' effectiveness. Evidence from interviews conducted with the participants showed a nexus between classroom resource and lecturers' effectiveness as perceived by the participants that participated in the study. It was found that the effective use of internet by the lecturers can help them to be efficient and effectiveness in terms teaching of students, quality of research outputs, and improve in community development service. In the same vein, findings indicate a link between lecturers' use of classroom facilities (e.g. use of electronic board, projector, air condition etc.) and effectiveness in teaching. Also, access to health facilities in the school system had impact on effectiveness of lecturers. In support of the current findings, Abdulrahman (2018) established that library resource has significant impact on lecturers' effectiveness. Akomaye (2019) concluded that frequent use of resources in the school can ensure productivity of teachers. The resources include classroom, teaching aids, and internet. Felicia and Hezekiah (2017) established that access to material resource can help to predict effectiveness of teachers in education system. Onokpaunu, Umoeshiet, and Okike (2020) concluded that resources and effectiveness are related to each other because resources are needed to achieve the goals and objectives of education. The finding is synonymous with resource-based theory, which focuses on the resources and capabilities controlled by an organization that shows

performance differences across organizations. Specifically, the theory explains the performance differences across organizations and that performance differences are noticed as earnings attributable to resources having different levels of efficiency and effectiveness.

6. Conclusion and Recommendations

Based on the findings of the study, it can be said that human resource utilization is an important factor that can be used to the effectiveness of lecturers in the university system. Specifically, in this study, access to resources such as internet, health, classroom and library had impact on the effectiveness of lecturers with respect to teaching, research and community development. In view of the findings, recommendations were made. Firstly, management of universities should ensure provision of resources for lecturers for them to be efficient and effective in discharge of their duties. Secondly, there is need for workshop for lecturers on the relationship between resource utilization and effectiveness in the school system. Thirdly, lecturers should constantly access internet and library resources for their development. Fourthly, other resource such as health and classroom facilities should be frequently accessed by the lecturers. Lastly, stakeholders in education should support universities in terms of providing resources for the betterment of university education.

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