

DIGITAL CONTENT DEVELOPMENT AS CORRELATE OF JOB PERFORMANCE OF UNIVERSITY LECTURERS IN SOUTH EAST, NIGERIA

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ABSTRACT

This study examined digital content development as a correlate of the job performance of university lecturers in South East Nigeria. The study adopted a correlational survey research design. The sample consisted of 333 lecturers drawn from four federal universities in South East Nigeria. A multistage sampling procedure was adopted for the study. The instruments for data collection were three researcher-developed questionnaires titled: Transformative Professional Development Questionnaire (TPDQ), Empowerment Strategies Questionnaire (ESQ), and Lecturers' Job Performance Questionnaire (LJPQ). Out of the 333 copies of the three instruments administered, 313 copies, representing approximately 94% return rate, were properly completed by the respondents and used for data analysis. Pearson Product Moment Correlation was used to answer the research questions raised for the study, while linear regression analysis was used to test the null hypothesis that guided the study at the 0.05 level of significance. Based on the analysis, it was found, among others, that digital content development significantly related to the job performance of university lecturers to a very high positive extent, while empowerment strategies significantly related to lecturers' job performance to a high positive extent in South East Nigeria. The regression result revealed a significant probability (p) value of 0.001, which is less than the alpha value of 0.05. The study concluded that lecturers need to be adequately exposed to digital development programmes to enable them acquire the necessary skills required to improve their job performance. It was therefore recommended that university management should ensure that every lecturer demonstrates a very high level of digital competence before appointment.

Keywords: Digital content development, job performance, university lecturer, Southeast, Nigeria.

1.0 INTRODUCTION

The university education is a developmental investment which its end product is the promotion of industrial sustainability, socio-political development, economic reliance, cultural diversification, adaptability to technological innovations and means of ensuring quality manpower development in a given society. Obunadike, Ughamadu and Uzoehina, (2016) averred that university education is the process of acculturation through which individuals are assisted to attain the development of their potentials in order to ensure moral, social, economic, political and technological development of any society. University education therefore is the highest educational level of the three tiers of education system globally. Omenyi (2023) noted that universities be it public, private or faith-based undoubtedly have come to be regarded as the educational level that produces the world class workforce for effective productivity. This makes the role of university education an unavoidable one when compared with societal impact. University education therefore enhances functional co-existence, collaborative research among workforce, invention of new ideas and concepts, promotion of individual usefulness and productivity as well as societal development. In the lite of the functions of the university education, professional development of the lecturers remains salient towards the attainment of its goals.

Education helps the society to meet its aspirations and needs. These aspirations could be visible through transformative professional development which requires appropriate developmental strategies and programmes for the lecturers. This will also ensure quality manpower for the achievement of effective job delivery. It was on this premise that Federal Government of Nigeria (FRN, 2014) ensured that teacher training at pre-service level, in-service level and continuous professional capacity building attracted a national priority in the national policy on education in a 10year strategic plan for continuous expansion of teacher training opportunities. Onwuhanze (2024) also stated that human resource development plays a cogent role in ensuring that jobs are delivered qualitatively and effectively at all tiers of educational system with particular reference to university education. Chukwu (2019) stated that the basic aim of professional development is to improve quality of the teaching and learning as well as to improve the performance of those with teaching and management responsibilities.

Nwagbara (2023) noted that professional development can be described as those skills and certificates in educational programme acquired by educational workforce in order to upgrade their academic status and performance in assigned duties. In order to facilitate lecturers' professional development in the public universities,

there is need for information and communication technology training to ensure compliance to technological driven educational environment, instructional mobility training, human capital development, national health insurance, good housing or quarters, accessible professional development funds, incentives and fringe benefits, in-service training, pre-service training and off-the-job training amongst others for lecturers in South East, Nigeria. Olatunbosun (2019) described professional development as a process engaged into in order to enhance the knowledge, skills and attitudes of the lecturers in performing outstandingly in their job. This implies the responsibility to create, preserve, evaluate and transmit knowledge through continuing learning process through training outcome.

Digital contents and technologies remain a surrogate of transformative professional development strategy in terms of skill acquisition for lecturers to improve their instructional delivery which is of great importance in this 21st century technological driven world. Davison and Lazaros (2015) contended that pedagogical functionality in using technologies involves content delivery, task collaboration and planning, search for information and assessment and access to virtual environment which holds on discussion board. Iyo and Daagu (2017) opined that to improve quality of the teaching-learning process, there is need for a sharp shift in the pedagogical approaches in use. Development package for lecturers in becoming expertise towards applying technological gadgets for their instructional activities tend to facilitate their job performance thereby creating room for effective sourcing of new instructional content and materials.

Digital content training need of lecturers are of great importance in driving digital classroom and instructional delivery. It therefore implies that professional need in terms of competence, utilization and adaptation of emerging technological gadgets for instructional delivery amongst lecturers need to be encouraged. The Human Development Report (2020) identified digitalization, such as digital transformation, as one of the main drivers of the Montenegrin economy in the upcoming decades, which focused on making a digital Montenegro a reality, mastering digital skills; expanding the digital infrastructure, strengthening the business, start-up and ICT ecosystem, incentivizing innovation for digital transformation, transitioning to public administration e-services, and establishing a coordination body for the development of digital solutions.

Digital content as technological transformation in modern transformative professional development could be identified as a strategic drive and concept of innovation, modernization, societal advancement, and competitiveness in global market space. When lectures are supported to develop digital content skill and its inclusion, the outcome could be reflective in the student's digital compliance thus leads to the development of a digital economy. Digital content software could be perceived to have synergy of interaction with individual career advancement and development professionally, which has also proven a dynamic correlation with organizational interventions with respect to professional development of workforce. Vigurs, Everitt, and Staunton (2017) argued that as the digital phase has unfolded, there has been an explosion of tools, techniques, and initiatives that have explored the utility of digital technologies for career development interventions. In essence, the nature of the digital content and technological space towards shaping the taught of the lecturers, students, the university community and the general public makes it a developmental program for every organizational workforce to engage in. On the other hand, mobile application, software coding, interneting, programming, digital content inclusiveness in workplace, technological integration in career work, and use of emerging technological gadgets remain important in individual's workforce transformative professional development. Another surrogate of transformative professional development is human capital development.

However, recent observations show that the university education system in South East Nigeria is facing significant challenges, despite efforts to improve lecturers' job performance through transformative staff development and empowerment strategies. Lecturers' job performance has been a concern due to perceived deteriorating students' academic performance, low morale, and lack of interest in teaching, research, and student mentorship. The current transformative professional development programs such as digital content development seem ineffective in transforming lecturers, and many use some of these opportunities to migrate abroad. This trend threatens the quality of education and service delivery, leading to doubts about the validity of university education Nigeria. The study thus posed a question that requires empirical response: "to what extent does digital content development relate to job performance of university lecturers in South East Nigeria?" In a bid to fill in gap in knowledge, the study examined digital content development as a correlate of job performance of university lecturers in universities in South East Nigeria. The study will specifically determine the extent to which digital content development relates to job performance of lecturers in South East, Nigeria.

2.0 METHODOLOGY

The study was carried out in South East, Nigeria. The South East zone has five states namely Abia, Anambra, Ebonyi, Enugu and Imo. South East zone consists of low sedimentary plain that are essentially an extension of

South West coastal plain. The South East states are bordered in the west, north, east and south by Delta, Benue, Cross River, Akwa-Ibom and Rivers States respectively which cuts across latitudes of between 04'' minutes 45'' degree and 07'' 15'' north and longitude 06'' and 50'' and 08'' and 20' east. Abia State was created on 27th August, 1991 with Umuahia as the capital city. Geographically, the state is bounded by Enugu state on the north, Akwa-Ibom state on the east, Rivers state on the south east part of Nigeria. The old Anambra state which was created in 1976 constituting part of East Central with its capital at Enugu. The zone has many tertiary institutions (Federal and State Universities, Universities of Technologies, University of Agriculture, Polytechnics and Colleges of Education). Four universities out of the five federal universities in the South east of Nigeria will be used for the study. The universities are Michael Okpara University of Agriculture, Umudike (MOUUAU), University of Nigeria, Nsukka (UNN), Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) and Nnamdi Azikiwe University, Awka (UNIZIK). The area of the study is suitable for this research because the researcher is interested in finding strategies that would be of benefit to the lecturers which would as well help to improve their job performance in the area. Also, there are good number of lecturers in the faculties/colleges of Education in the Federal Universities who provided information for the study.

The population for the study is 1009 lecturers in Faculties/Colleges of Education in Federal Universities in the South East, Nigeria. The universities under study were Michael Okpara University of Agriculture Umudike (MOUUAU) with 114 lecturers; University of Nigeria Nsukka (UNN) 151 lecturers, Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) 106 lecturers and Nnamdi Azikiwe University Awka (UNIZIK) 247 lecturers. (See appendix B, page 97). (Source: Field survey, 2025)

The sample size for the study was 286 lecturers. This was comprised of 46 lecturers from Michael Okpara University of Agriculture Umudike (MOUUAU); 43 lecturers from the University of Nigeria Nsukka (UNN); 30 lecturers from Alex Ekwueme Federal University Ndufu-Alike Ikwo (AEFUNAI) and 49 lecturers from Nnamdi Azikiwe University Akwa (UNIZIK). This sample size was determined using Taro Yamen mathematical estimation model. Proportionate stratified random sampling technique will be used to select a sample of 286. A sampling fraction of 0.2 will be used to multiply the population of each strata to obtain the sample size of each state.

The researcher will seek the help of four research assistants who will be adequately briefed to help in the administration of the copies of the 286 copies of the Questionnaires to the 286 respondents. These research assistants were briefed on how to relate and administer the instrument to the respondents. Thus, this approach will help the researcher to gain a high level of cooperation, accuracy and return from the respondents. The researcher collated all the questionnaires so as to determine both the percentage of return, determine the percentage of inadequately filled questionnaire as well as to determine the percentage of instrument mortality. Only well filled returned instruments served the basis for the analysis. The researcher will also use percentage rating to determine the level of instrument return.

The data collected from the field was analyzed using Pearson Moment Correlation Coefficient to answer the research questions. Linear Regression analysis was used to test the null hypotheses at 0.05 level of significance. Decision rule for result acceptance was interpreted as: 0.00-No relationship; 0.01-0.20- very low relationship; 0.21-0.40 - low relationship; 0.41- 0.60 - moderate relationship; 0.61-0.80 - high relationship; 0.81-0.99 - very high relationship; 1.00 - perfect relationship. More so, null hypothesis was accepted as the alternative rejected if the F ratio is less than the f-critical.

3.0 RESULTS

The results of the study were presented in tables and based on the research questions and the hypotheses that guided the study.

Research Question

To what extent does digital content development relate to job performance of lecturers?

Data for answering research question 1 are presented in Table 1

Table 4.1: Correlation matrix of relationship between digital content development and job performance of lecturers

		DCD	JPL
DCD	Pearson	1	.815
	Sig (2-tailed)		.001
	N	313	313
	R ²	(0.664)	
		66.4%	
JPL	Pearson	.815	1

Sig. (2-tailed)	.001	
N	313	313

DCD = Digital Content Development, JPL= Job Performance of Lecturers

Data on Table 1 show a correlation (r) value of .815 which is positive and within the coefficient limit of range of 0.80 and above, indicating very high extent relationship. This result shows that digital content development to a very high extent, relate to job performance of lecturers. The coefficient of determination (R^2) of 0.664 indicates that 66.4% of job performance of lecturers could be accounted for by digital content development of such lecturers.

Hypothesis Testing

There is no significant relationship between digital content development and job performance of university lecturers in South East, Nigeria.

Data for testing hypothesis 1 are presented in Table 2

Table 2: Regression analysis of extent of relationship between Digital content development and job performance of lecturers

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	3891.277	1	3891.277	105.680	.001 ^b
Residual	11488.152	312	36.821		
Total	15379.429	313			

Data in Table 2 reveals a significant probability (P) - value of 0.001 which is less than the alpha value of 0.05. Since the P-value is less than 0.05 alpha level, the hypothesis of no significant relationship is rejected. Therefore, there is a significant positive relationship between digital content development and job performance of university lecturers in South East, Nigeria.

4.0 DISCUSSION OF FINDINGS

The findings of the study were discussed below based on the major findings of the study.

Results showed that digital content development significantly to a very high positive extent relates to job performance of university lecturers in South East Nigeria. The results specifically showed that digital content development such as training lecturers on office technologies as well as the integration of technologies such as goggle classroom in instructional delivery enhance lecturers' job performance to a large extent. The results further indicated significant positive relationship between digital content development the job performance of university lecturers. This however implies that the more lecturers are exposed to digital content development, the more they perform in their job and vice versa. The results agreed with Garcia (2016) who conducted similar study and found among others that digital content development significantly promote literacy and pedagogy in schools. The results equally agreed with Canva et. al. (2023) who while commenting on the need for lecturers to possess adequate digital literacy, blame the poor performance of university graduates to lecturers' poor digital skills use in teaching. It is believed that when those lecturers acquire those essential digital contents, they will be able to use them for effective job performance.

5.0 CONCLUSION AND RECOMMENDATIONS

This study examined digital content development as a correlate of the job performance of university lecturers in South East Nigeria. Based on the analysis carried out and the findings of the study, it was concluded, among others, that digital content development significantly relates to the job performance of university lecturers to a very high positive extent. The results of the study further showed that digital content development significantly relates to the job performance of university lecturers in South East Nigeria to a very high positive extent. This implies that lecturers need to be adequately exposed to digital development programmes to enable them acquire the necessary skills required to improve their job performance. University management should ensure that every lecturer demonstrates a very high level of digital competence at the point of appointment before being appointed.

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